

تفوقه في أي عمل عليه العلامة دي

THEME

1

Who Am I?



Chapter

1

All About Me

ذاكر رولي

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Same And Different



Activity 1 Put ✓ in front of the characteristics of each child.



Notes for parents

- Let your child discover the similarities and differences among his/her friends and respect the differences of others.
- **Integration of subjects** : Social studies (accept and respect differences of others) – Science (similarities and differences among humans).
- **Life skills** : Observation – Respect of diversity.



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• Discuss with your child the similarities and differences among his/her family members.



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Theme 1
Chapter 1

13



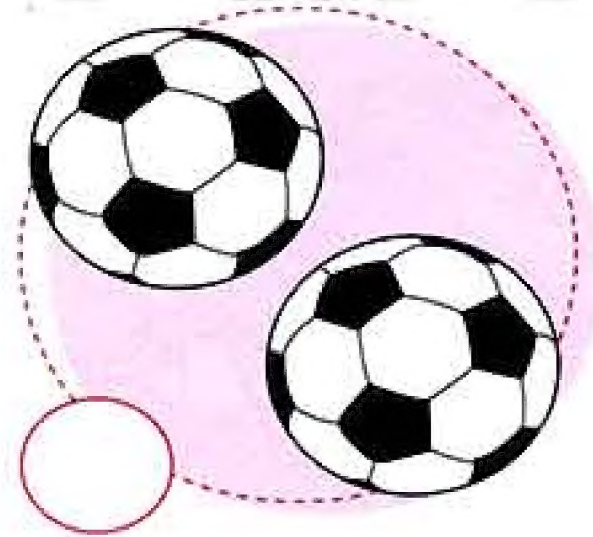
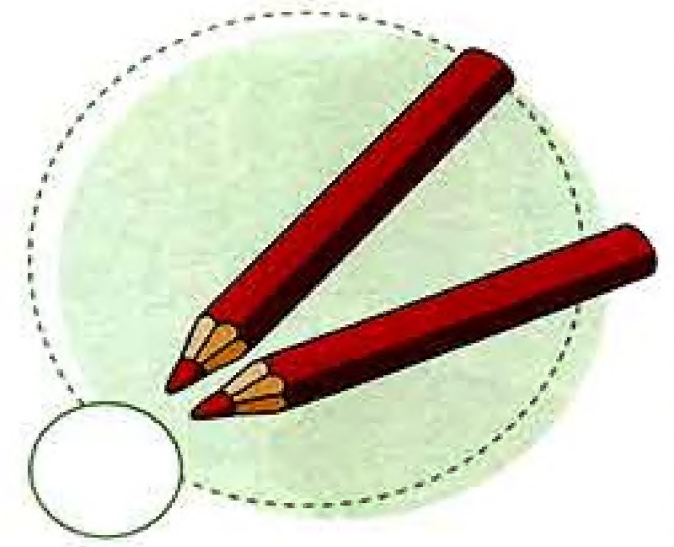
هذا العمل خاص بموقع زاكروولي التعليمي ولا يسمح بتداوله على مواقع أخرى

كتاب المعاصر

موقع زاكروولي التعليمي

رياض الأطفال كى جى ٢

Activity 2 Color the circle of the same things in  and that of the different things in .




Notes for parents


- Help your child to identify the same things and the different ones.
- **Integration of subjects** : Science (similarities and differences between things) – Art (using colors).
- **Life skills** : Observation – Distinguishing.

Activity 3 Color the circle of animals that can **swim** in ,
fly in  and run in , then complete.



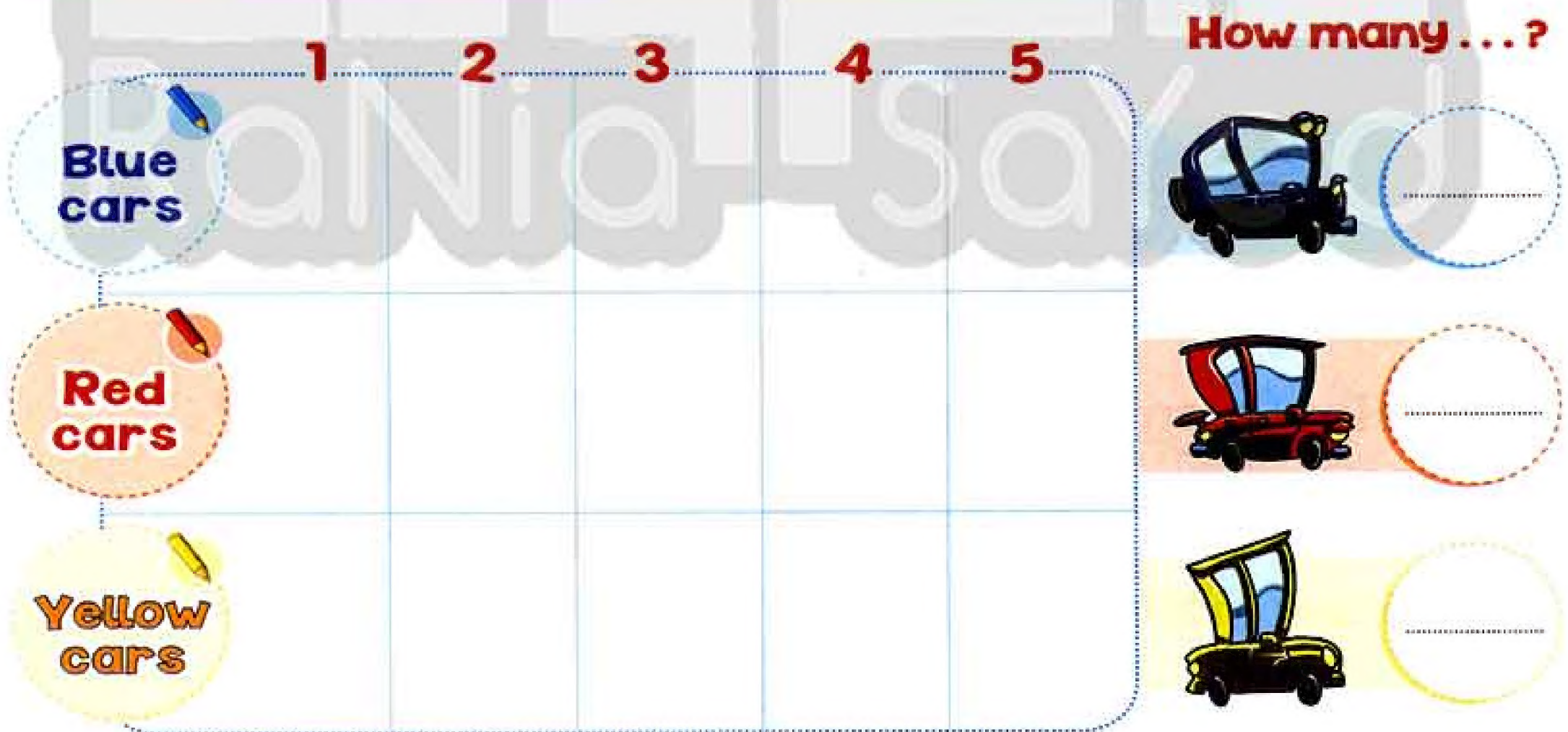
How many animals can **swim** 

How many animals can **fly** 

How many animals can **run** 

- Let your child count the animals, then write the numbers below.
- Discuss with your child some other animals that can swim, fly and run.
- **Integration of subjects** : Math (counting and writing numbers) – Art (using colors).
- **Life skills** : Observation – Realize relationships – Non-verbal communication.

Activity 4 Look at the following picture and color the squares according to the number, then complete.

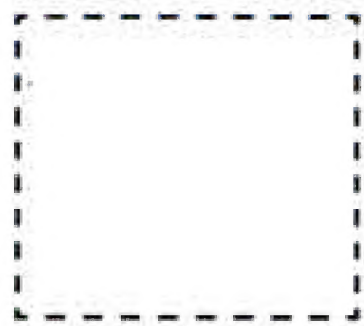


Notes for parents

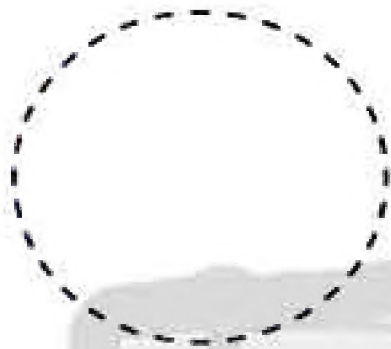
- Let your child count the cars in the picture and complete the graph using the shown colors.
- Integration of subjects : Math (counting and writing numbers) – Art (using colors).
- Life skills : Observing – Distinguishing.

Shapes – Same And Different

Activity 1 Trace the shapes and the words, then match each of them with the suitable picture.



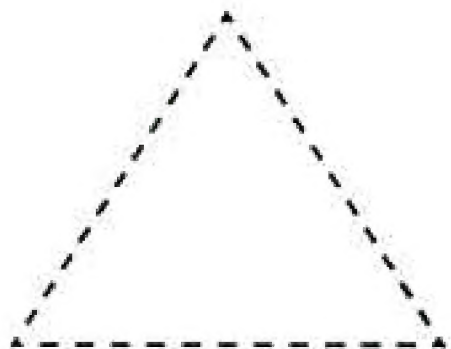
Square



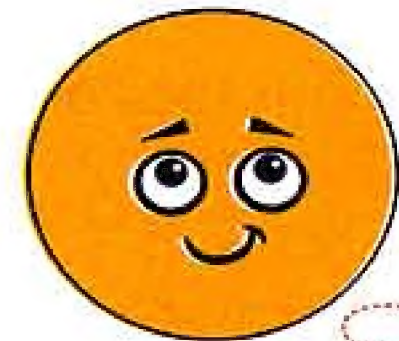
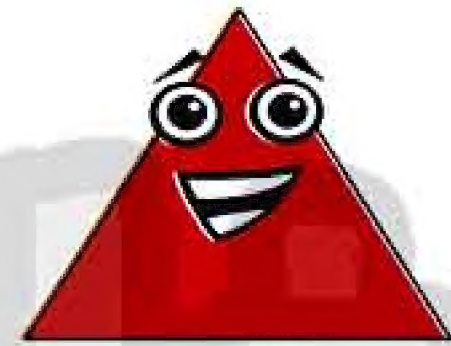
Circle



Rectangle



Triangle



- Let your child trace the shapes and the words to know the names of each shape (Square – Circle – Rectangle – Triangle).
- **Integration of subjects** : Math (drawing geometric shapes) – English (tracing words).
- **Life skills** : Observation – Distinguishing.

Activity 2 Circle the objects having the same shape, then choose.



Choose

- ★ Number of triangles is number of squares.
(smaller than – bigger than)
- ★ Number of rectangles is number of circles.
(smaller than – bigger than)

Notes for parents

- Help your child to classify the geometric shapes according to their shapes.
- Discuss with your child different ways to classify the geometric shapes.
- Let your child repeat the following words : (Bigger than – Smaller than).
- **Integration of subjects** : English (repeat some words) – Math (classifying objects).
- **Life skills** : Observation – Classification.

Activity 3 Circle the objects with the same color.



- Help your child to classify the geometric shapes according to their colors.
- Discuss with your child different ways to classify the geometric shapes.
- **Integration of subjects** : Math (forming groups – classifying according to colors) – Art (coloring).
- **Life skills** : Observation – Classification.

Activity 4 Circle the **large** shapes in  and the **small** shapes in .



Notes for parents

- Help your child to classify the geometric shapes according to their sizes.
- Let your child repeat the following words : (Large – Small).
- **Integration of subjects** : English (repeat some words) – Math (comparing between sizes).
- **Life skills** : Classification – Observation.

Self Portrait

Activity Draw yourself (complete body) by using these shapes.



SQUARE



TRIANGLE



CIRCLE



RECTANGLE



- Help your child to draw his/her body inside the frame by using the geometric shapes.
- **Integration of subjects** : Art (drawing) – Math (geometric shapes).
- **Life skills** : Self-expression – Differentiation – Non-verbal communication.

About Me

Activity 1 Look at the following pictures, then complete the sentences by using the following words.

blue - yellow - piano - brown - bike - black - milk -
guitar - draw - banana - football - books

Ramy : I have hair.
I like eating
I can play



Sara : I have eyes.
I like riding a
I can



Amir : I have eyes.
I like drinking
I can play the



Mona : I have hair.
I like reading
I can play



Notes for parents

- Help your child to choose the suitable words to complete the sentences.
- Let your child repeat the following words : (I have – I like – I can).
- Help your child form different sentences using : (I have – I like – I can).
- **Integration of subjects** : English (repeat some words and writing) – Science (similarities and differences in humans).
- **Life skills** : Observation – Respect for diversity.

Activity 2 Color the pictures and trace the words, then match each picture with the suitable sentence.



I have one sister
younger than me and one
brother **older than** me.



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I like **drinking juice**.



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I can **play violin**.

- Let your child trace the words, then match each sentence with the suitable picture.
- Let your child repeat the following words : (I have – I like – I can – Older than – Younger than).
- **Integration of subjects** : English (repeat some words and tracing) – Art (coloring) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Non-verbal communication – Observation.

My Favorite Toy

Activity Color the picture using the color code and trace the words below, then complete the sentences.



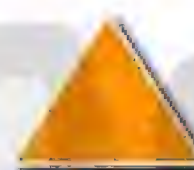
Color code



red



blue



yellow



green

★ The number of circles is

★ The number of rectangles is

★ The number of squares is

★ The number of triangles is

Notes for parents

- Let your child color the picture.
- Encourage your child and tell him/her that his/her drawing is unique and everyone is unique in something (Unique means that we are all special in our own ways).
- Let your child repeat the following words : (Unique – Circle – Rectangle – Triangle – Square).
- **Integration of subjects** : English (repeat some words and writing) – Art (coloring) – Math (counting numbers).
- **Life skills** : Observation – Realize relationships.



Exploring Colors



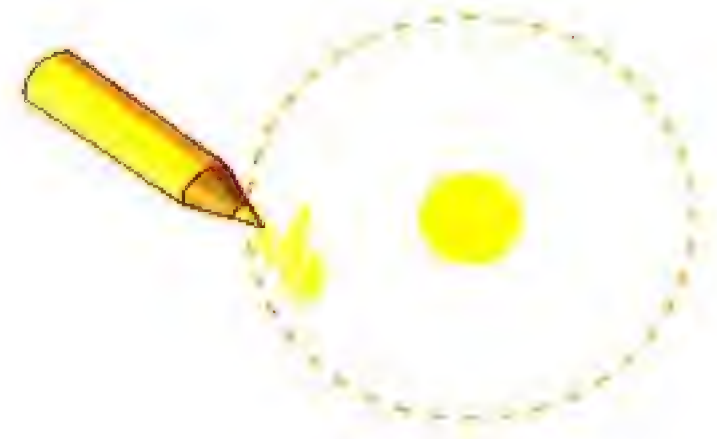
Activity 1 Trace the words, then color the shapes using the primary colors as shown inside each of them.



Red



Blue



Yellow

Activity 2 Trace the words, then color each figure as shown inside it.



Orange



Green



Purple

- Help your child identify the primary colors (Red – Blue – Yellow).
- Discuss with your child how to mix primary colors to form other new colors.
- Let your child repeat the following words : (Red – Blue – Yellow – Orange – Green – Purple).
- **Integration of subjects** : English (repeat some words and writing) – Art (coloring).
- **Life skills** : Realize relationships – Distinguishing.

Activity 3 Color the pictures, then match each mixing colors with the suitable color.



Yellow

+



Red

•

•



Purple



Yellow

+



Blue

•

•



Orange



Red

+



Blue

•

•



Green

Notes for parents

- Let your child color the pictures, then match each mixed colors with the suitable colors.
- Discuss with your child the primary colors and the colors that can be made by combination of these colors.
- **Integration of subjects** : Art (primary colors and mixing colors) – English (reading).
- **Life skills** : Realize relationships – Differentiation.

A Building From My Country

Activity Color the following picture, then choose.



Choose

- ★ The above building shows the
(Cairo Tower – Giza Pyramids – Egyptian Museum)
- ★ The above building is one of the Egyptian
(food – clothes – monuments)

- Help your child to draw another building in his/her country by using shapes.
- Discuss with your child the importance of monuments to tourists in Egypt.
- **Integration of subjects** : Social studies (egyptian monuments) – Art (coloring) – English (writing).
- **Life skills** : Observation – Collecting data.

Noha And Adel

Activity 1 Read the following paragraphs, then answer the questions.

- My name is **Noha**.
- I have yellow hair.
- I have black eyes.
- I am 5 years old.
- I like eating eggs and drinking milk.
- I am wearing a purple dress.
- I can play the piano.



- My name is **Adel**.
- I have black hair.
- I have blue eyes.
- I am 6 years old.
- I like eating burger and drinking mango juice.
- I am wearing a red T-shirt.
- I can draw.

Choose

★ Noha can play the



guitar



football



piano

Notes for parents

- Let your child retell the paragraphs by him/herself.
- **Integration of subjects** : Science (similarities and differences among humans) – English (reading and writing) – Economics and applied sciences (nutrition and clothing).
- **Life skills** : Differentiation – Verbal communication.

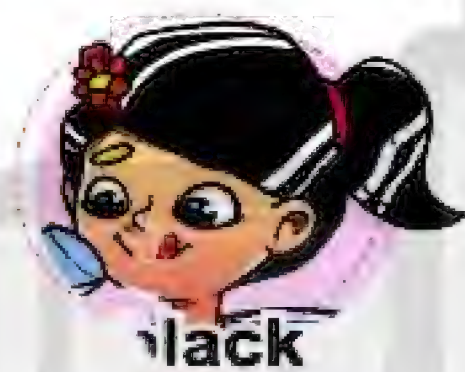
★ Adel likes eating



★ Adel is wearing a T-shirt.



★ Noha has hair.



Put ✓ or ✗

- ★ Adel can draw. ()
- ★ Noha likes eating eggs. ()
- ★ Adel has black eyes. ()
- ★ Noha is wearing a blue dress. ()
- ★ Adel likes drinking milk. ()
- ★ Noha has 6 years old. ()

• Let your child discover the similarities and differences among his/her friends.



Activity 2 How many.....?



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★ Number of boys

★ Number of girls

★ Number of boys with black hair is

★ Number of girls with brown hair is

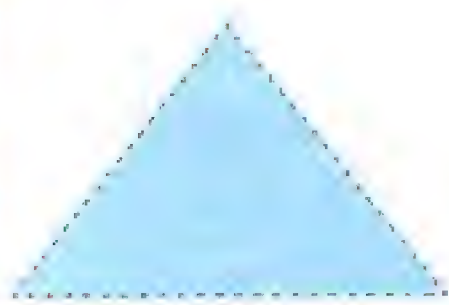
★ Number of girls with yellow hair is

Notes for parents

- Help your child to count boys and girls in the picture and write the numbers.
- Integration of subjects : Math (counting the numbers) – English (writing).
- Life skills : Observation – Collecting data.

I have learned that

★ Geometric shapes :



Triangle



Circle



Square



Rectangle

★ Primary colors are :



Red

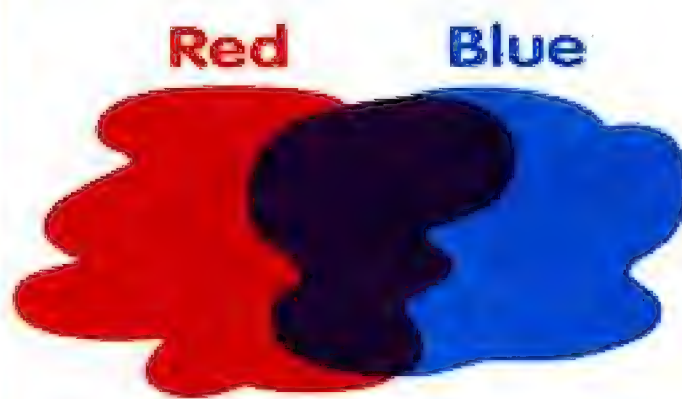


Blue



Yellow

★ Mixing primary colors gives new color :



Purple



Green



Orange



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My Puppet

Activity Use the following materials to make a puppet from a sock as in the following steps.

Materials



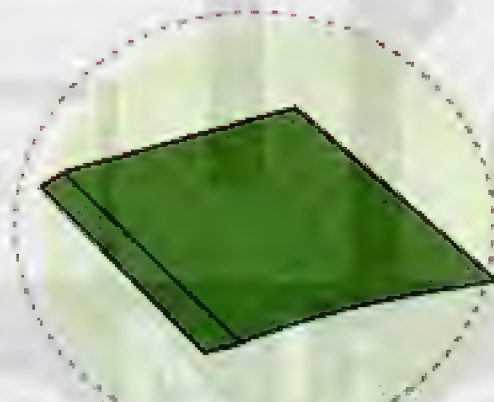
Wool for the hair



Buttons for the eyes



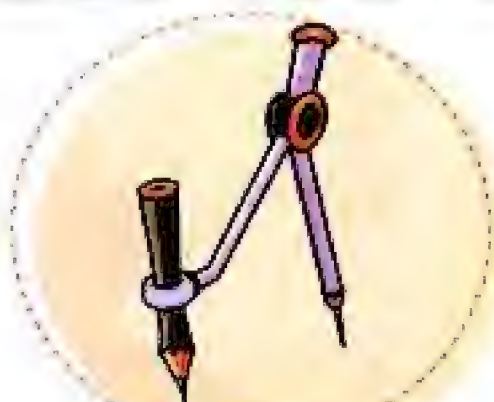
A sock for the body



Cardboard for the mouth



Hot glue gun



Compass

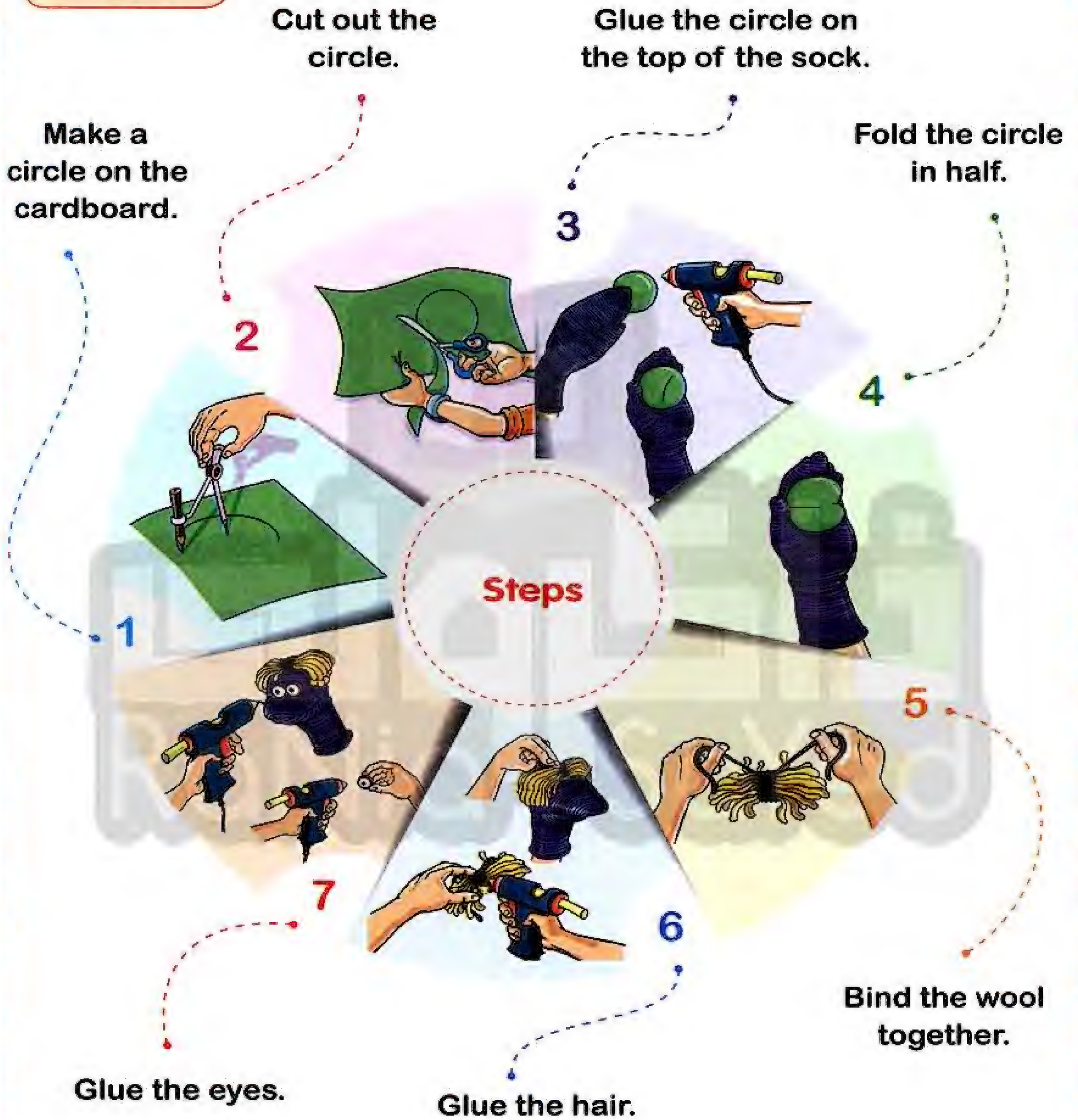


Scissors

Notes for parents

- Help your child to make a puppet from a sock.
- Help your child to speak to the puppet and form a short story.
- **Integration of subjects** : English (reading) – Drama (identify the parts of the face of a puppet).
- **Life skills** : Collaboration – Participation – Observation.

Steps



- Discuss with your child to describe him/herself such as color of hair (black, brown or yellow), color of eyes (black, brown, blue .. etc), texture of hair (curly or straight) and length of hair (short or long).

Chapter

2

Class Portrait





Same And Different

Activity Look at the following pictures, then answer the questions.



Kareem's family






Adel's family



Sara's family



Tamer's family

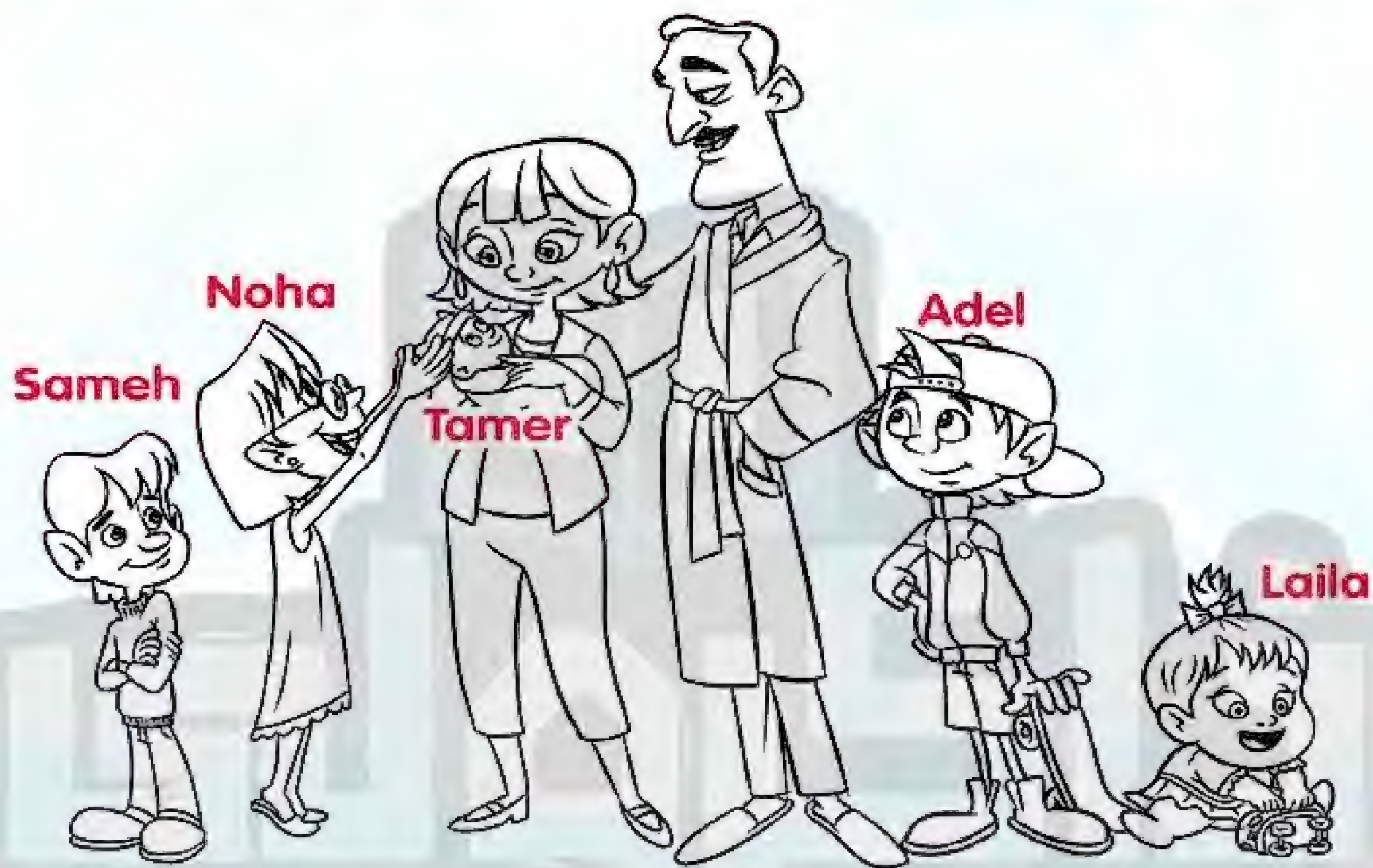
- Circle in , the family that has two sisters.
- Circle in , the family that has two brothers.
- Circle in , the family that has one brother and one sister.

Notes for parents

- Discuss with your child the number of his/her brothers and sisters.
- Discuss with your child similarities and differences among families.
- **Integration of subjects** : English (writing) – Social studies (differentiate between families).
- **Life skills** : Differentiate between similarities and differences.

Family Members

Activity Color the following picture, then answer the questions.



How many.....?

Brothers

Sisters

Complete

- ★ The oldest brother is
- ★ The youngest sister is

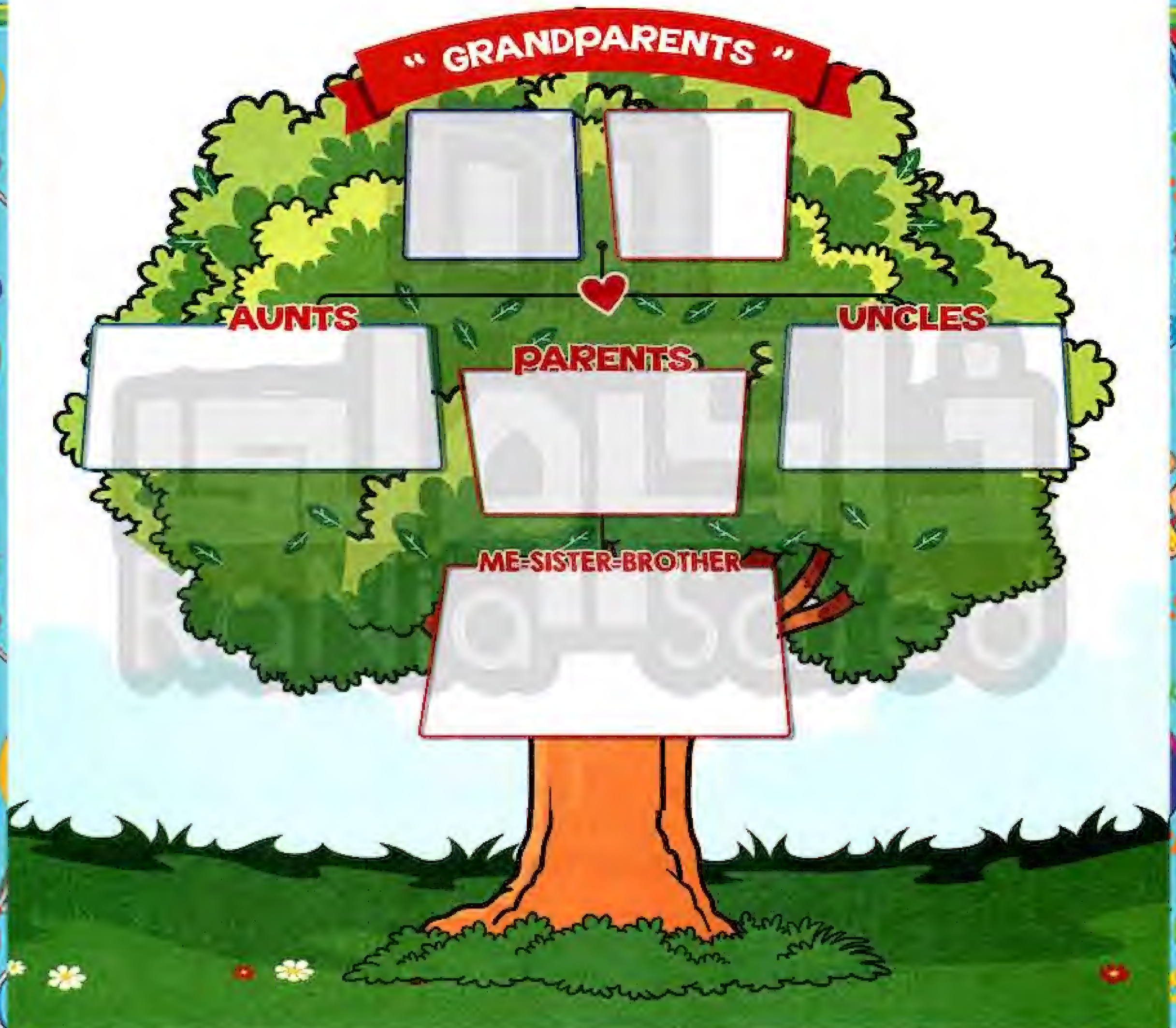
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قنوات ذاكرولي
على تطبيق التليجرام

- Discuss with your child the characteristics of his/her family members.
- **Integration of subjects** : Art (coloring) – Math (counting numbers) – Economics and applied sciences (family relations).
- **Life skills** : Differentiate between similarities and differences.



Extended Family Tree

Activity Draw or stick photos of your extended family members.

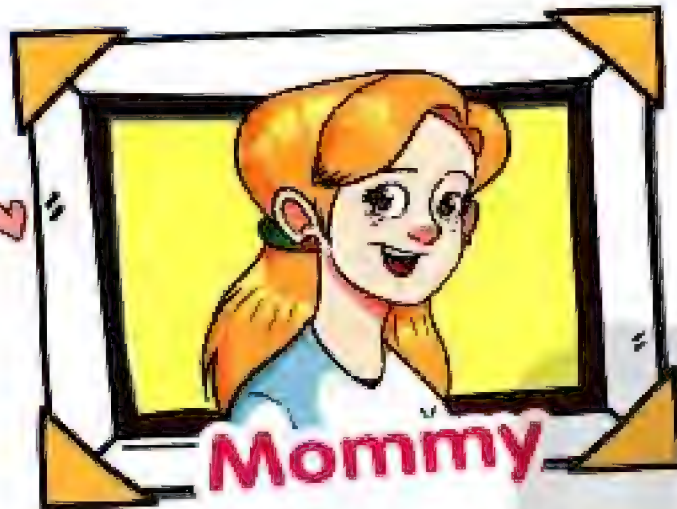


Notes for parents

- Discuss with your child his/her extended family members.
- Let your child repeat the following words (Grandparents – Aunt – Parents – Uncle – Sister – Brother).
- **Integration of subjects** : English (repeating words) – Social studies (extended family).
- **Life skills** : Self-expression – Identify relationships.

Extended Family

Activity Observe the following pictures, then answer the questions and complete the sentences below.



Count and
write the
number

- ★ Mommy has sisters.
- ★ Mommy has brother.
- ★ Daddy has sisters.
- ★ Daddy has brothers.

| | | | | | |
|-------|--------|---|---|---|---|
| Aunts | 1 | 2 | 3 | 4 | 5 |
| | Uncles | | | | |

- Discuss with your child the meaning of aunts and uncles (aunt is the sister of daddy or mommy) (uncle is the brother of daddy or mommy).
- Let your child color one square for each aunt and uncle.
- **Integration of subjects** : Math (writing numbers) – Economics and applied sciences (family relations).
- **Life skills** : Differentiation – Similarities.



Families Working And Helping

Activity Color the pictures and trace the words.

Cooking



When : Sunday

Where : Kitchen

Who : Mommy and my sister

Shopping

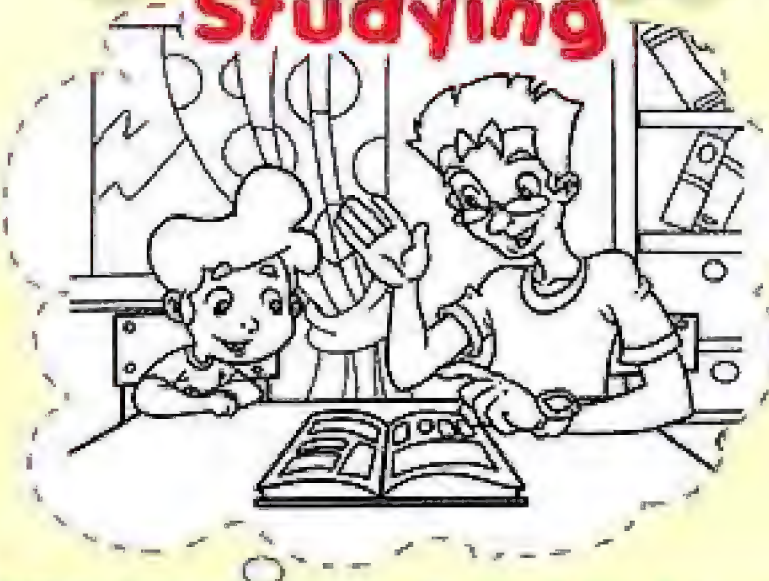


When : Friday

Where : Market

Who : Grandmother and my sister

Studying



When : Monday

Where : My room

Who : Daddy and me

Notes for parents

- Discuss with your child how the family members help each other.
- **Integration of subjects :** Social studies (families working and helping) – English (writing words).
- **Life skills :** Help others – Good listening.



Cleaning Is Caring

Activity 1 Color the circle of the right behaviors in green and that of the wrong behaviors in red.



- Discuss with your child the meaning of :
 - Responsibilities : They are things we give or do for others in the community.
 - Rights : They are what we deserve in a community that is fair and just.
- **Integration of subjects** : Social studies (responsibilities and rights) – Art (coloring).
- **Life skills** : Collaboration – Identify the problem.

Activity 2 Write the number beside each tool to match the shadow with its correct tool.



Notes for parents

- Discuss with your child other cleaning tools he/she may use at home.
- Discuss with your child the importance of always being clean.
- **Integration of subjects** : Social studies (responsibility) – Math (writing numbers) – Vocational fields (identify cleaning tools).
- **Life skills** : Observation – Cooperation.



Recycle Collage Art

Activity Make a pencil case.



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1

Prepare the following tools :



Plastic bottle



Scissors



Paper sheets



Coloring pencils



Glue stick

2

Let your father use the scissors to cut the plastic bottle as shown.



3

Stick a paper sheet using the glue stick on the lower part of the bottle to cover it.



- Help your child to make his/her pencil case by recycling a plastic bottle.
- **Integration of subjects** : Economics and applied sciences (recycling) – Art (making a pencil case).
- **Life skills** : Generating new ideas – Setting clear goals.

Theme 1
Chapter 2

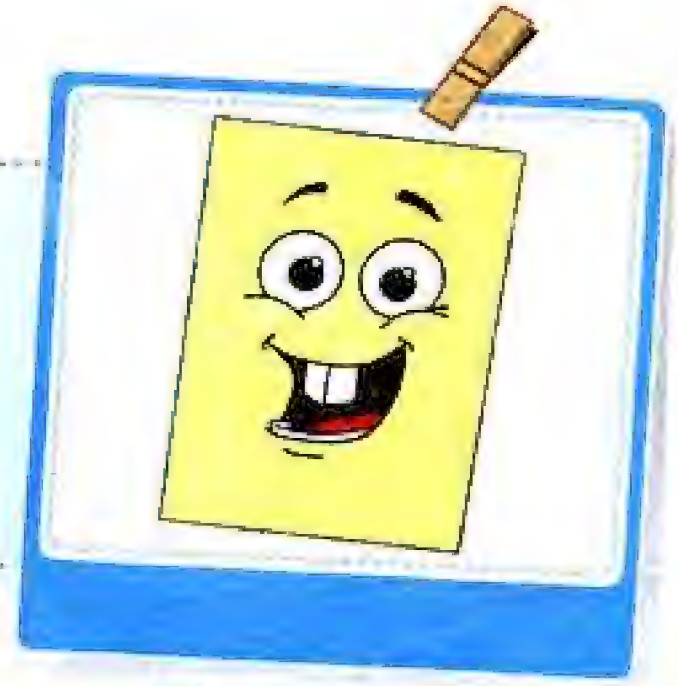
45



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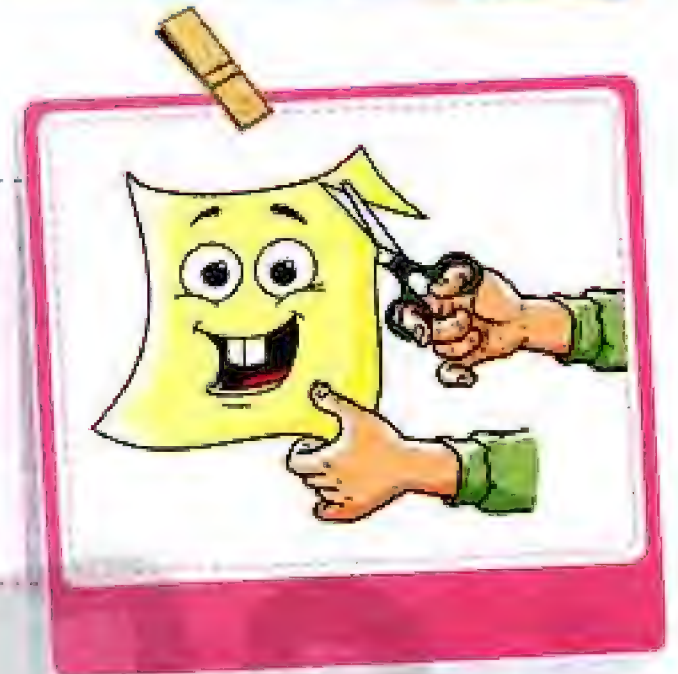
4

Draw the following figure on another paper sheet and color it.



5

Let your father cut the previous shapes using the scissors.



6

Stick the shapes on the bottle using the glue stick as shown.



7

Now, you can put your pencils in your pencil case.

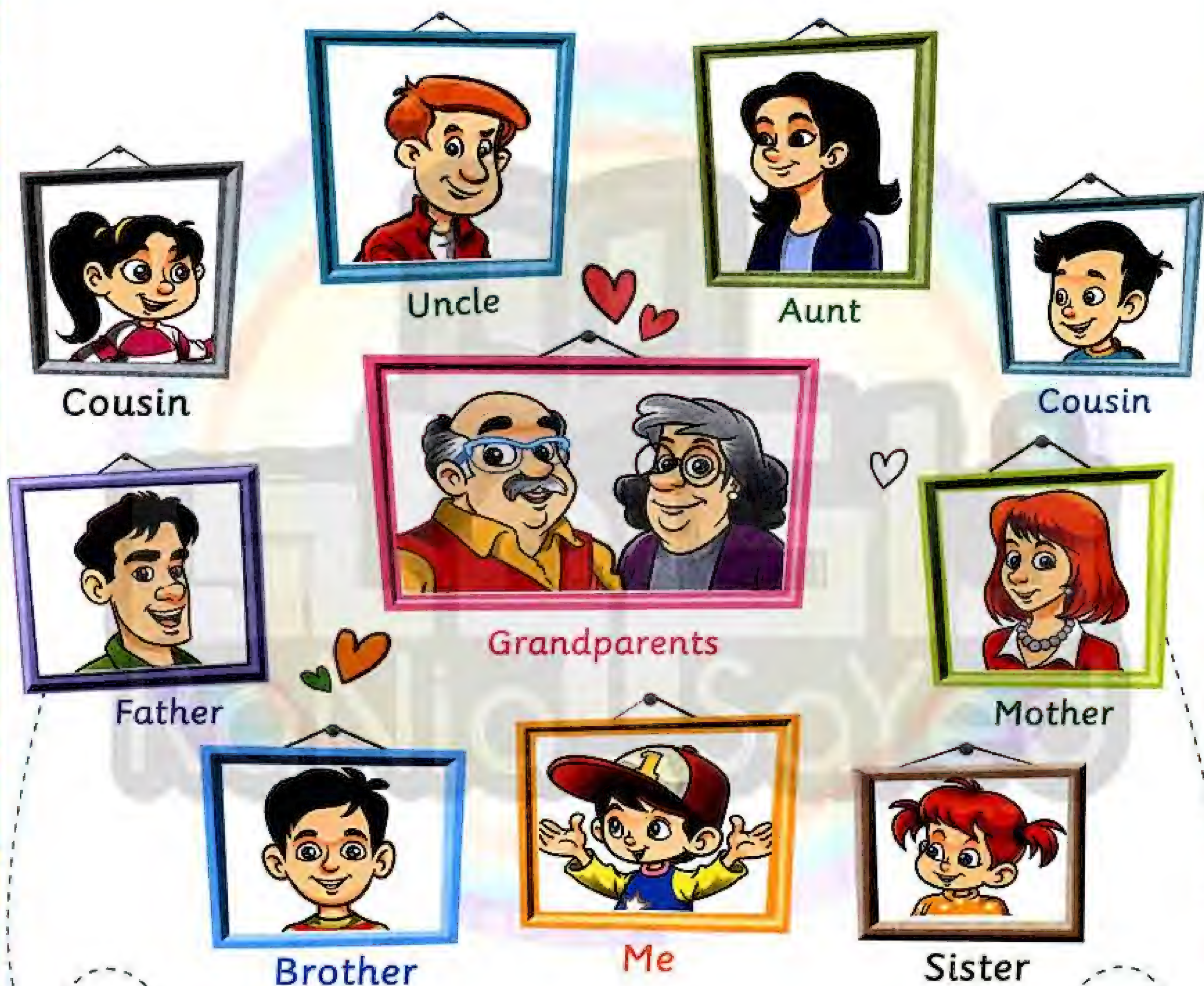


Notes for parents

- Discuss with your child the meaning of recycling (taking trash and convert or change it into new materials or objects).

I have learned that

★ My extended family members :



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مع رياض الاطفال للصف الثالث الاعدادي

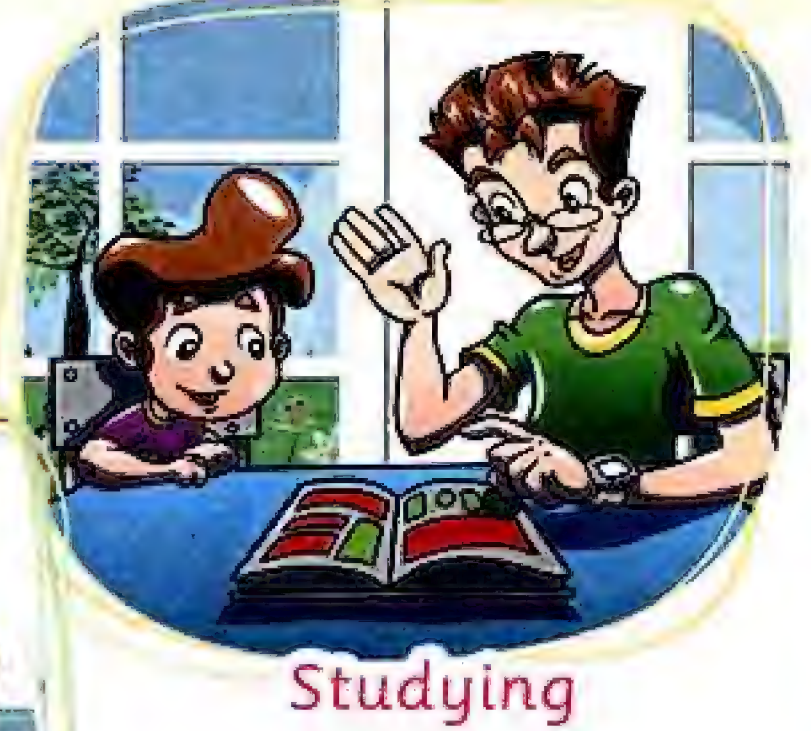
★ Family working and helping :



Cooking



Shopping



Studying

★ Cleaning is caring :



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فيسبوك
تويتر
والس اب
تليجرام



At The Library

Activity Color the circle of the right behaviors in  and that of the wrong behaviors in  in the library.



- Discuss with your child the right behaviors and the wrong behaviors in the library.
- Discuss with your child the importance of library to get the information from books and computers.
- **Integration of subjects** : Educational media (library) – Art (using colors) – Social studies (apply general rules and ethics in life).
- **Life skills** : Communication – Exchanging information.

All About Jobs

Activity 1 Write the number in each box to match the correct job.



Doctor

Scientist

Fire fighter

Baker

Farmer

Notes for parents

- Let your child repeat the names of jobs.
- **Integration of subjects** : English (repeating words) – Math (writing numbers) – Vocational fields (jobs).
- **Life skills** : Setting clear goals – Differentiate between similarities and differences – Respect for diversity.

Activity 2 Choose the correct tool for each job, then trace the each words.



Doctor

Rolling
pin



Hammer

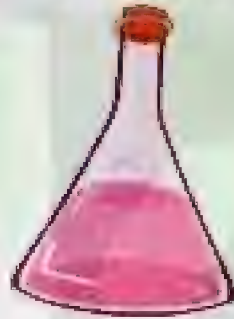


X-rays



Farmer

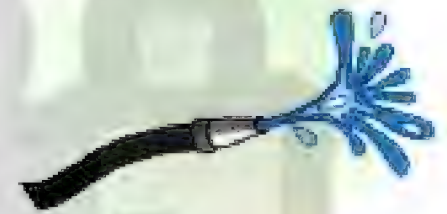
Flask



Tractor



Hose



Fire fighter

Hose



Computer



Hammer



- Let your child to trace and repeat the names of jobs.
- Discuss with your child other tools for other jobs.
- **Integration of subjects** : English (repeating and tracing words) – Social studies (identify information about different jobs) – Vocational fields (identify jobs and tools).
- **Life skills** : Observation – Differentiation – Realize relationships.

Activity 3 Match each job with the suitable tool and information.



Pens



Scientist

Writes books



Flask



Baker

Makes experiments



Rolling pin



Author

Cooks bread

Notes for parents

- Discuss with your child some information about the previous jobs.
- Help your child to recognize some other workers and let him/her mention the tools they need.
- **Integration of subjects** : Social studies (jobs and their tools) – English (reading) – Vocational fields (jobs).
- **Life skills** : Observation – Good listening – Realize relationships.

Job Puzzle



Activity Match the missing part to its suitable picture.



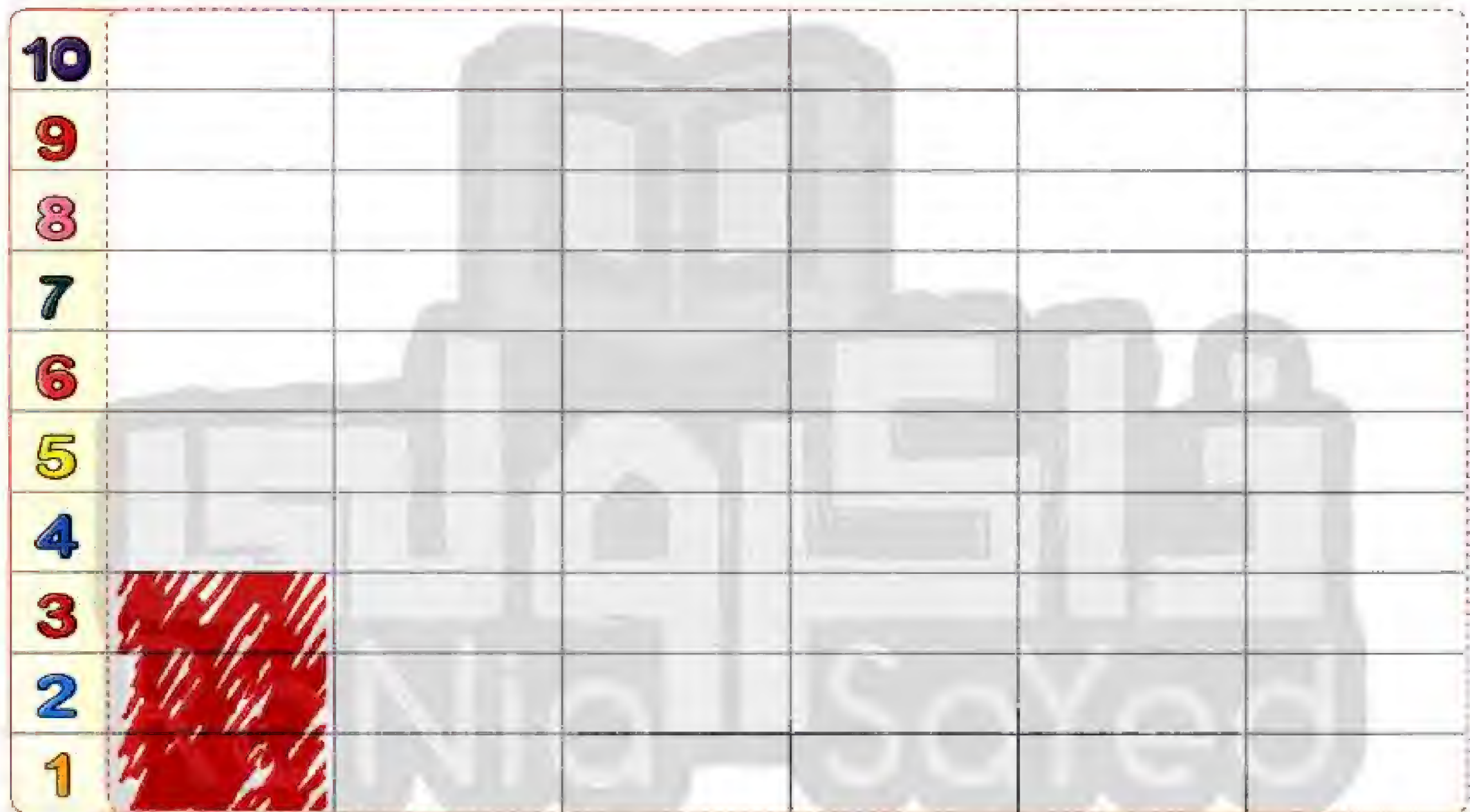
- Discuss with your child other workers and their information.
- **Integration of subjects** : Vocational fields (jobs) – Art (complete jigsaw puzzles showing pictures of various industrial jobs and their tools).
- **Life skills** : Identify the problem – Setting clear goals.

Theme 1
Chapter 2



Favorite Jobs Bar Graph

- Activity**
- Complete the bar graph using the number below the picture as in the answered example to show the number of workers of each job.
 - Make ○ for the greatest number of job below its picture.
 - Make △ on the smallest number of job below its picture.



3



6



10



4



2



5

Notes for parents

- Help your child to make a bar graph.
- Discuss with your child how to get information using a bar graph.
- **Integration of subjects** : Math (bar graph) – Art (color the bar graph) – Vocational fields (jobs).
- **Life skills** : Observation – Collecting data.

My Communities

Activity 1 Read the following story with your parent, then color the pictures.



1- Mazen lives with his family.



2- Mazen goes to his school on foot.



3- Mazen's home and school are in Cairo city



4- Cairo city is a part of our country, Egypt.



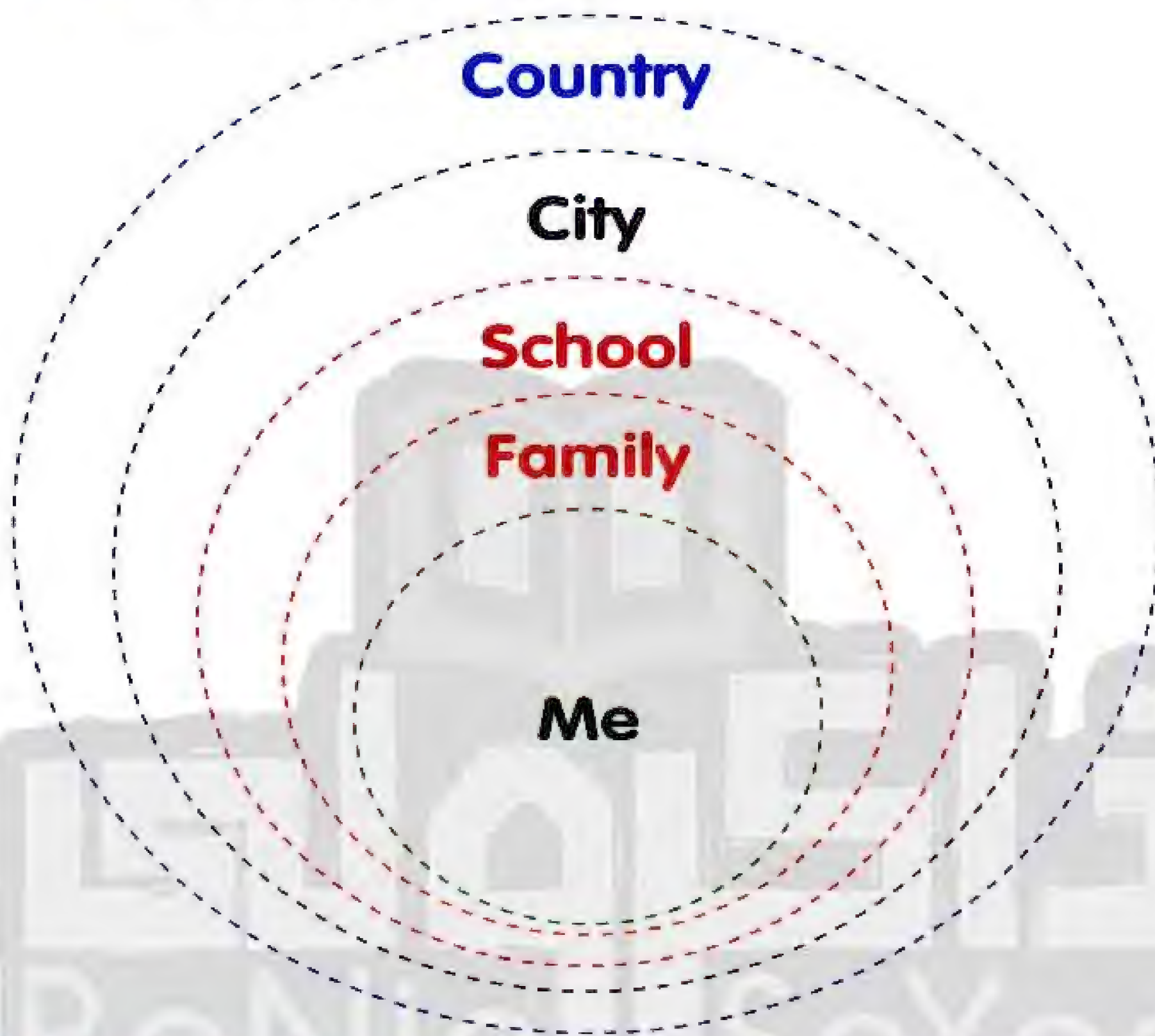
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Notes for parents

- Discuss with your child the different communities that he/she belongs to like family, school, city and country.
- Discuss with your child our national community of Egypt.
- **Integration of subjects** : Art (coloring) – English (reading) – Social studies (citizenship).
- **Life skills** : Good listening – Self-expression.

Activity 2 Color each circle with the same color of the word inside it, then trace the words below.



★ Our communities are :

Family

School

City

Country

- Let your child repeat these words (Family – School – City – Country).
- Discuss with your child that he/she is a part of a family and a school that are parts of a city that in turn is a part of a country.
- **Integration of subjects** : English (reading and tracing words) – Art (coloring) – Social studies (citizenship) – Economics and applied sciences (family relations).
- **Life skills** : Self-expression – Identifying similarities and differences – Asking questions.

Activity 3 Stick your photo inside the frame and complete the sentences , then color Egypt's flag.

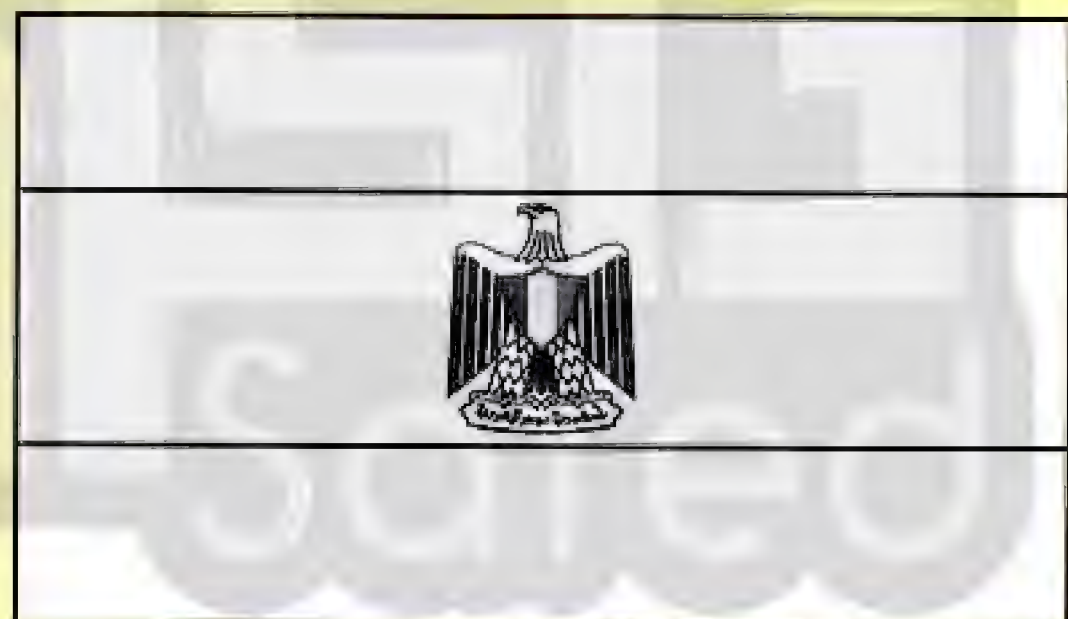
My name is

I love my family.

My school name is

I live in city

My country is



Notes for parents

- Discuss with your child how to color Egypt's flag.
- Let your child write the names of his/her school, city and country.
- **Integration of subjects** : English (writing) – Art (coloring) – Social studies (citizenship).
- **Life skills** : Self-expression – Good listening.

National Anthem



Activity Sing with your parent the national anthem of Egypt.

Sing ...

بِلَادِي بِلَادِي بِلَادِي
لَكَ حُبِّي وَفُؤَادِي
مُضَرِّ يَا أُمَّ الْبِلَادِ
أَنْتِ غَايَتِي وَالْمُرَادِ
وَعَلَى كُلِّ الْعِبَادِ
كَمْ لِنَيْلِكَ مِنْ أَيَادِي
بِلَادِي بِلَادِي بِلَادِي
لَكَ حُبِّي وَفُؤَادِي



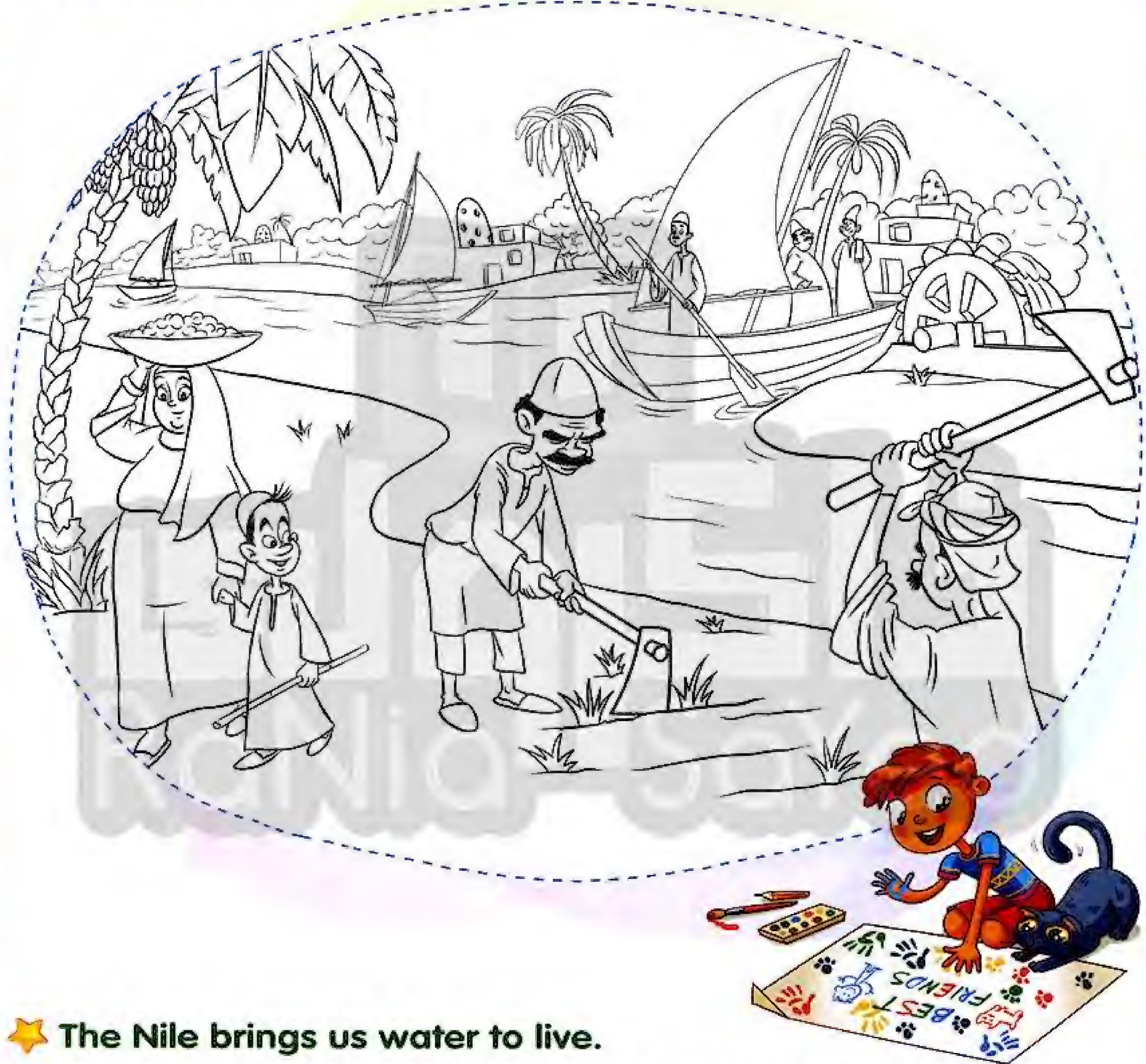
- Help your child to sing the national anthem in its rhythm.
- **Integration of subjects** : Music (sing the national anthem) – Social studies (demonstrate respect for national symbols).
- **Life skills** : Good listening – Self-expression.

Theme 1

Chapter 2

A Piece Of Egypt

Activity 1 Color the picture and read the sentences.



- ★ The Nile brings us water to live.
- ★ The Nile brings water to farmers to grow their crops.
- ★ The Nile allows us to move across long areas of our country.

Notes for parents

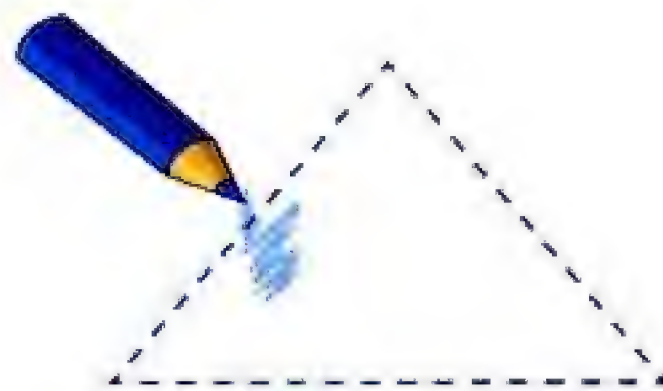
- Discuss with your child that the Nile is a long river that runs through the center of our country and it gives us many things that we need.
- Read with your child the sentences below the picture and discuss with him/her other uses of the River Nile.
- **Integration of subjects** : Art (coloring) – English (listening some sentences) – Social studies (importance of River Nile).
- **Life skills** : Observation – Good listening – Asking questions.

Activity 2 Primary colors :

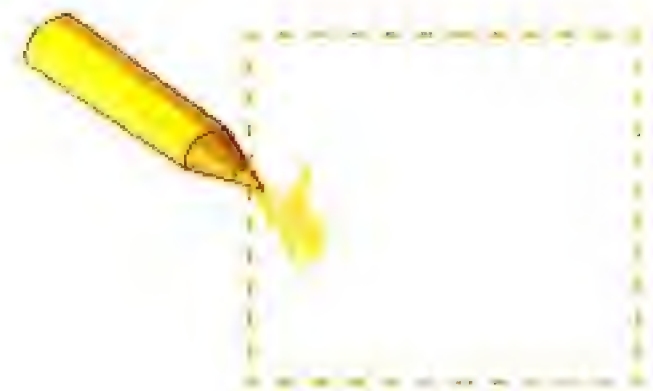
- Color the shapes as shown inside each of them.



Red



Blue



Yellow

Activity 3 Mixing primary colors :

- Color each figure as shown inside it.



Purple



Green



Orange

- Help your child to identify primary colors (red, blue and yellow).
- Discuss with your child how to mix primary colors to form other new colors (purple, green and orange).
- **Integration of subjects** : Art (primary colors and mixing colors) – English (read new words).
- **Life skills** : Collecting data – Differentiate between similarities and differences.

I have learned that

★ Jobs and their tools:



Doctor



X-ray



Fire fighter



Hose



Rolling pin



Baker

★ Primary colors are :



Red



Blue



Yellow

★ Mixing primary colors gives new colors:



Red

Blue

Purple



Blue

Yellow

Green



Red

Yellow

Orange

Chapter

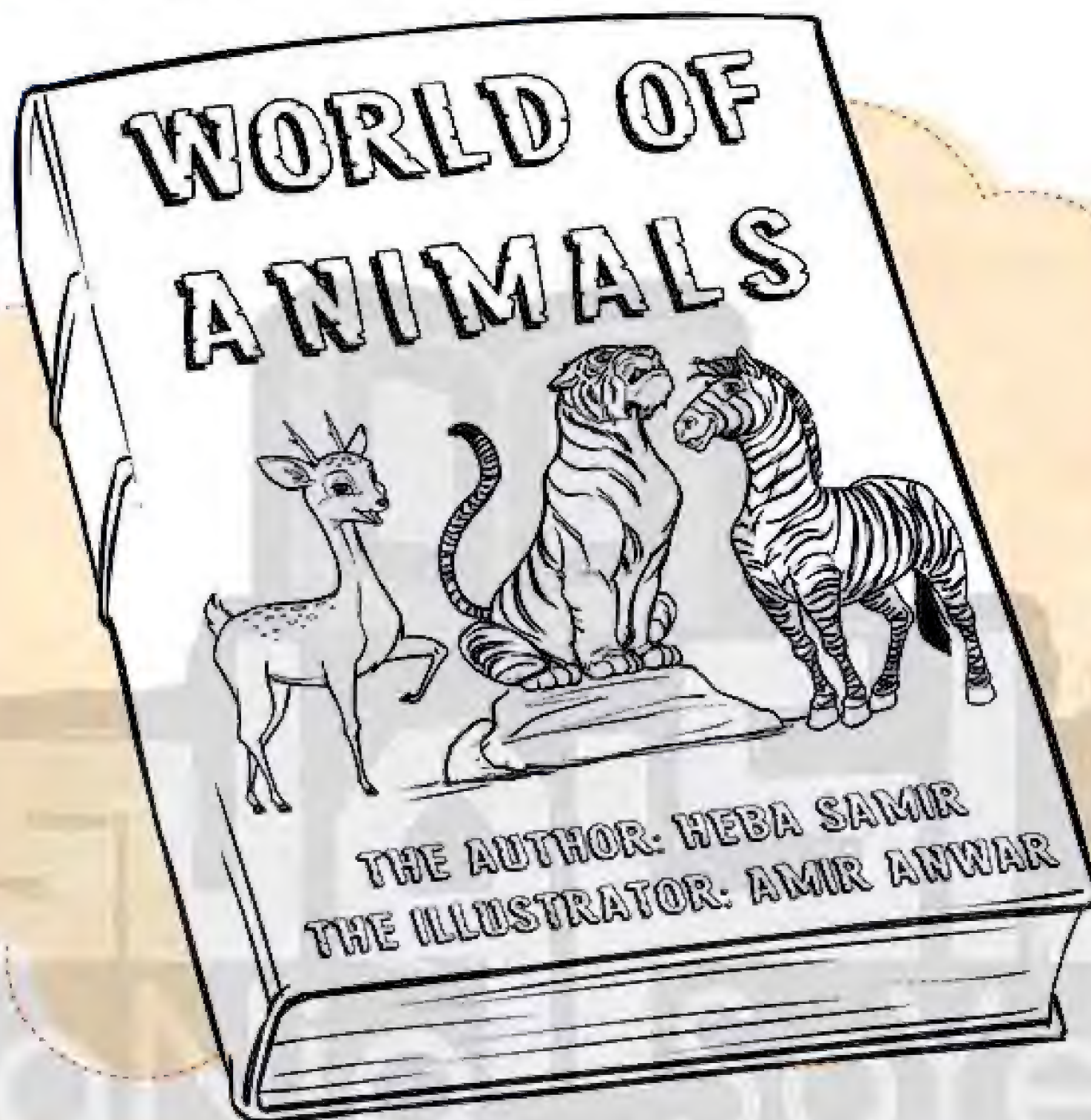
3

Two Feet
Four Paws

66

At The Library

Activity Color the book cover.



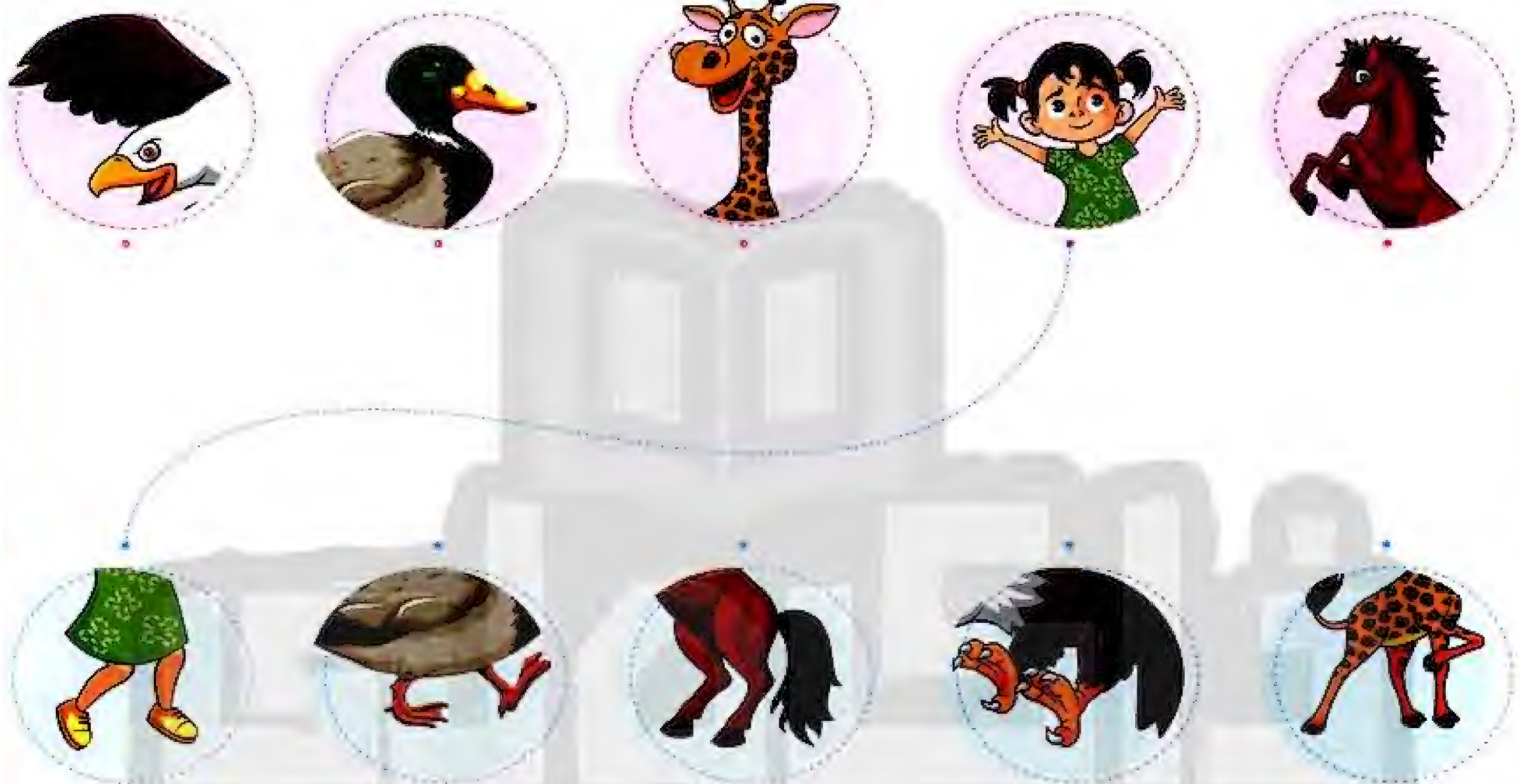
- ★ Color the title of the book in
- ★ Color the name of the author in
- ★ Color the name of the illustrator in
- ★ Paint the animals in suitable colors.

Notes for parents

- Help your child to recognize the author (who is the writer of the book).
- Help your child to recognize the illustrator (who draws the pictures of the book).
- Let your child repeat some words : Title – Author – Writer – Illustrator.
- **Integration of subjects** : English (reading and repeating some words) – Art (primary colors).
- **Life skills** : Asking questions – Exchange information.

Two Feet, Four Paws

Activity Match each picture with the suitable legs or feet, then answer the questions below.



Put ✓ or ✗

★ Animals and humans have legs and feet to walk or run. ()

Complete by writing 2 or 4

★ Each of ,  and  has feet.

★ Each of  and  has feet.

- Discuss with your child that animals use feet to walk and run. They can walk and run to find food and to stay safe.
- Encourage your child to share his/her information with friends in the school broadcast.
- Encourage your child to search for more information about animals on the internet or in books.
- **Integration of subjects** : Science (animals and their feet) – English (reading) – Math (counting).
- **Life skills** : Asking questions – Exchange information – Observation.



Donkey And Fennec Fox

Activity 1 Match each picture with the suitable sentence.

Lives in deserts
under sand dunes.

Needs food, water,
air and shelter.

Eats plants only.



Eats plants, lizards
and insects.

Needs food, water,
air and shelter.

Lives on farms.

Notes for parents

- Discuss with your child how donkeys help people (They carry things and help people to work also the donkeys pull a wagon).
- Help your child to read the sentences.
- Help your child to search for more information about donkey and fennec fox.
- **Integration of subjects** : Science (identify features that help animals meet basic needs) – English (reading and repeating some words).
- **Life skills** : Observation – Asking questions – Exchange information – Critical thinking.

Activity 2 Choose the suitable sentence and write it in the following table.

(Has feet called hooves - Has feet called paws - Can jump very high - Has big ears - Has big ears - Can carry things)



- Help your child to read the sentences correctly.
- Help your child to search for more information about donkey and fennec fox.
- **Integration of subjects** : Science (identify features that help animals meet basic needs) – English (reading and repeating some words).
- **Life skills** : Observation – Asking questions – Exchange information.



The Eagle And The Gazelle

Activity 1 Read the following sentences, then choose.

Eagle lives in
(homes - nests - seas)

Eagle has holes for
under its feathers.
(ears - eyes - feet)

Eagle has feet.
(four - two - six)



Gazelle has to
jump high.
(arms - feet - hands)

Gazelle lives in
(nests - seas - grasslands)

Gazelle has feet
called
(hooves - paws - claws)



Notes for parents

- Help your child to read the sentences without a mistake.
- Help your child to describe animals needs.
- Help your child recognize that gazelles have feet called hooves.
- **Integration of subjects** : Science (identify features that help animals meet basic needs) – Math (counting numbers) – English (reading and writing).
- **Life skills** : Differentiation – Exchange information – Observation.

Activity 2 Look at the following pictures, then answer the questions.



Put ✓ or ✗

★ Eagle and gazelle need food, water, air and shelter. ()

★ Gazelle eats plants only. ()

Choose

★ Eagle eats

(plants - meat from small animals)

★ Gazelle has

(ears and short horns - ears and long horns)

- Help your child to read the sentences without a mistake.
- Help your child to describe animals needs.
- **Integration of subjects** : Science (identify features that help animals meet basic needs) – English (reading and writing).
- **Life skills** : Observation – Differentiation – Exchange information.

Activity 3 Color the pictures, then complete by using the following words.
(less than - the same as - more than)



Donkey



Eagle



Fennec fox

The number of feet of eagle is
the number of feet of fennec fox.

The number of feet of donkey is
the number of feet of eagle.

The number of feet of fennec fox is
the number of feet of donkey.

Notes for parents

- Let your child color the pictures.
- Help your child to observe and count the number of feet of animals.
- **Integration of subjects** : Science (animals and their feet) – English (reading and writing) – Math (counting numbers) – Art (coloring).
- **Life skills** : Observation – Comparing.



The Jerboa

Activity 1 Look at the following picture, then answer the questions.



Put ✓ or ✗

- ★ Jerboa eats plants. ()
- ★ Jerboa needs food, water, air and shelter. ()
- ★ Jerboa has short tail. ()

Choose

- ★ Jerboa has big to hear.
(nose - eyes - ears)
- ★ Jerboa hops on feet.
(four - six - two)
- ★ Jerboa lives in underground.
(nests - burrows - homes)

- Help your child to read the sentences without a mistake.
- Encourage your child to recognize that jerboa moves away from danger by hopping away or going into its burrows.
- Discuss with your child that jerboa lives in burrows in deserts and eats plants only.
- **Integration of subjects** : Science (identify features that help animals meet their basic needs) – English (reading and writing).
- **Life skills** : Exchange information – Observation – Asking questions.

Activity 2 Color the following animals and trace the words under each picture, then complete.



Gazelle



Eagle



Mouse



Fox



Horse

★ The biggest animal is


★ The smallest animal is

Notes for parents


- Help your child to read the words and sentences without a mistake.
- Help your child to compare sizes of animals.
- **Integration of subjects** : Science (comparing sizes of animals) – English (tracing words) – Art (coloring).
- **Life skills** : Comparing – Observation – Differentiation.

Activity 3 Look at the following picture, then complete.



Number of  =

Number of  =

Number of  =

Number of  =

لا تفسد الاشجار في
قنوات ذاكرولي
على تطبيق التليجرام

- Help your child to count the animals, then write the numbers.
- **Integration of subjects** : Math (counting numbers) – English (reading words).
- **Life skills** : Observation – Classification – Differentiation.

The Human

Activity 1 Choose the correct answer.

(Note : you may choose more than one answer to each question).

★ Human has to breathe and smell.



nose



ear



eye

★ Human has to eat and taste.



nose



mouth



hand

★ Human eats



plants



animals

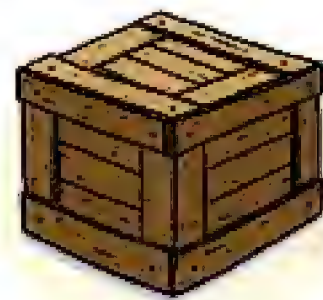


clothes

★ Human can live in a



house



box



tent

Activity 2 Read the following sentence, then trace the words.

Human **needs** air, water, food and shelter.

Notes for parents

- Help your child to read the sentences without a mistake.
- Discuss with your child what kind of shelter human can live in. [Humans live in : houses, tents, ... etc.].
- Discuss with your child what types of food humans eat and why. [Humans eat : plants, meat, chicken, ... etc., to run, jump, etc.].
- **Integration of subjects** : Science (human needs) – English (reading and writing).
- **Life skills** : Exchange information – Asking questions.

Food We Eat

Activity Color the circles of the healthy food in  and those of **unhealthy** food in .



Sweets



Milk and eggs



Vegetables and fruits



Chips



Chocolate



Ice-cream



Fish



Yogurt and
cheese



Nuts

- Discuss with your child the types of healthy and unhealthy food, and the importance of healthy food for our bodies.
- Discuss with your child that we need good nutrition to stay healthy.
- Discuss that fast food is unhealthy with your child.
- **Integration of subjects** : Science (healthy and unhealthy food) – Art (coloring) – English (reading) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Differentiation – Observation.

I have learned that

★ All living things need :



Water



Air



Food



Shelter

★ Types of foods are divided into healthy and unhealthy :

Healthy food



Fish



Eggs



Milk



Beans



Yogurt



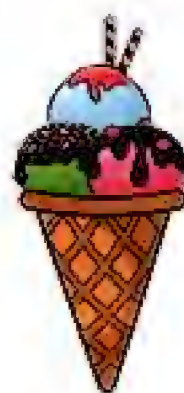
Fruits and vegetables



Rice

Nuts

Unhealthy food



Ice-cream



Chips



sweets



Chocolate

نفوقه في أي عمل عليه العلامة دي



Our Flag

Activity Color Egypt's flag using the color code below.



Color Code

Top of the flag

Red

Bottom of the flag

Black



The eagle



Yellow


- Help your child to identify the colors of the Egypt's flag.
- **Integration of subjects** : Social studies (Egypt's flag) – Art (coloring).
- **Life skills** : Differentiation – Observation.

Activity 2 Look at the following picture, then complete.



★ Number of boys   =

★ Number of girls   =

★ Number of flags  =

★ The colors of Egypt's flag are, and

★ The bird drawn on Egypt's flag is the

اجد عدد ذاكرولي على
فيس بوك
انستغرام
والمن اب
الليجرام

• Help your child to read the sentences without a mistake.

• Discuss with your child that Egypt's flag has straight lines.

- **Integration of subjects** : Math (counting numbers) – English (reading and writing) –
Social studies (respect Egypt's flag).

- **Life skills** : Observation – Differentiation.



Similar And Different

Activity 1 Circle the animals that have 4 legs.



Notes for parents

- Let your child observe the pictures, then circle the animals that have 4 legs.
- **Integration of subjects** : Science (identifying the animals that have 4 legs) – Math (counting numbers).
- **Life skills** : Observation – Differentiation.

Activity 2 Circle the animals that have 2 legs.



- Let your child observe the pictures, then circle the animals that have 2 legs.
- **Integration of subjects** : Science (identifying the animals that have 2 legs) – Math (counting numbers).
- **Life skills** : Differentiation – Observation.

Theme 1
Chapter 3

85

Activity 3 Look at the following pictures, then choose.
(Note : You may choose more than one animal).



is smaller than
.....



is bigger than
.....



has the same
size of



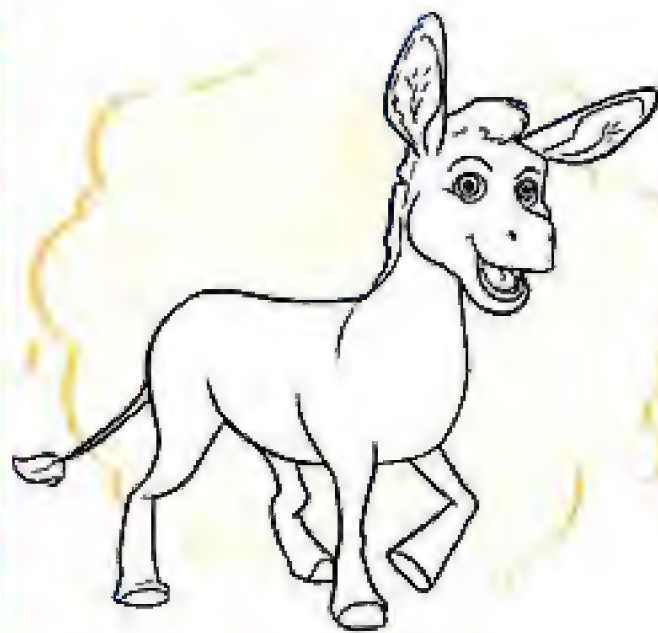
Notes for parents

- Help your child to differentiate between the sizes of animals.
- Integration of subjects : Science (identifying sizes of animals) – English (reading) – Math (comparing between sizes).
- Life skills : Differentiation – Observation.

Comparing Animals



Activity Color the pictures, then write the number of ears and feet under each picture.



A donkey has
..... ears and
..... feet.



An eagle has
..... ears and
..... feet.



A gazelle has
..... ears and
..... feet.



A fennec fox has
..... ears and
..... feet.



A mouse has
..... ears and
..... feet.



A human has
..... ears and
..... feet.

- Let your child color the pictures without a mistake.
- Help your child to read the sentences under each picture.
- **Integration of subjects** : Science (comparing animals according to ears and feet) – Art (coloring) – English (reading and writing) – Math (counting).
- **Life skills** : Observation – Differentiate between similarities and differences.

I have learned that

★ Some animals have 2 legs such as :



Eagle



Duck



Hen



Pigeon

★ Some animals have 4 legs such as :



Donkey



Sheep



Cat



Dog

★ Egypt's flag has three colors which are red, white and black.

★ At the middle of the flag there is an eagle in a yellow color.



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THEME

2

The World Around Me



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Chapter

1

Our Natural World

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School Yard

Activity In the following maze draw  around the living and  around the non-living.

START





FINISH



Notes for parents

- Discuss with your child that living things need food, can move and can adapt to the environment.
- Help your child to classify all that is around him/her into living or non-living things.
- **Integration of subjects** : Science (living or non-living) – Art (drawing) – Math (geometric shapes).
- **Life skills** : Setting clear goals – Differentiation between similarities and differences – Classification.

Nature Walk

- Activity** • Color the circles of the living things in  and that of the non-living in .
- Count and write the number of living and non-living things, then circle the bigger number.







Living

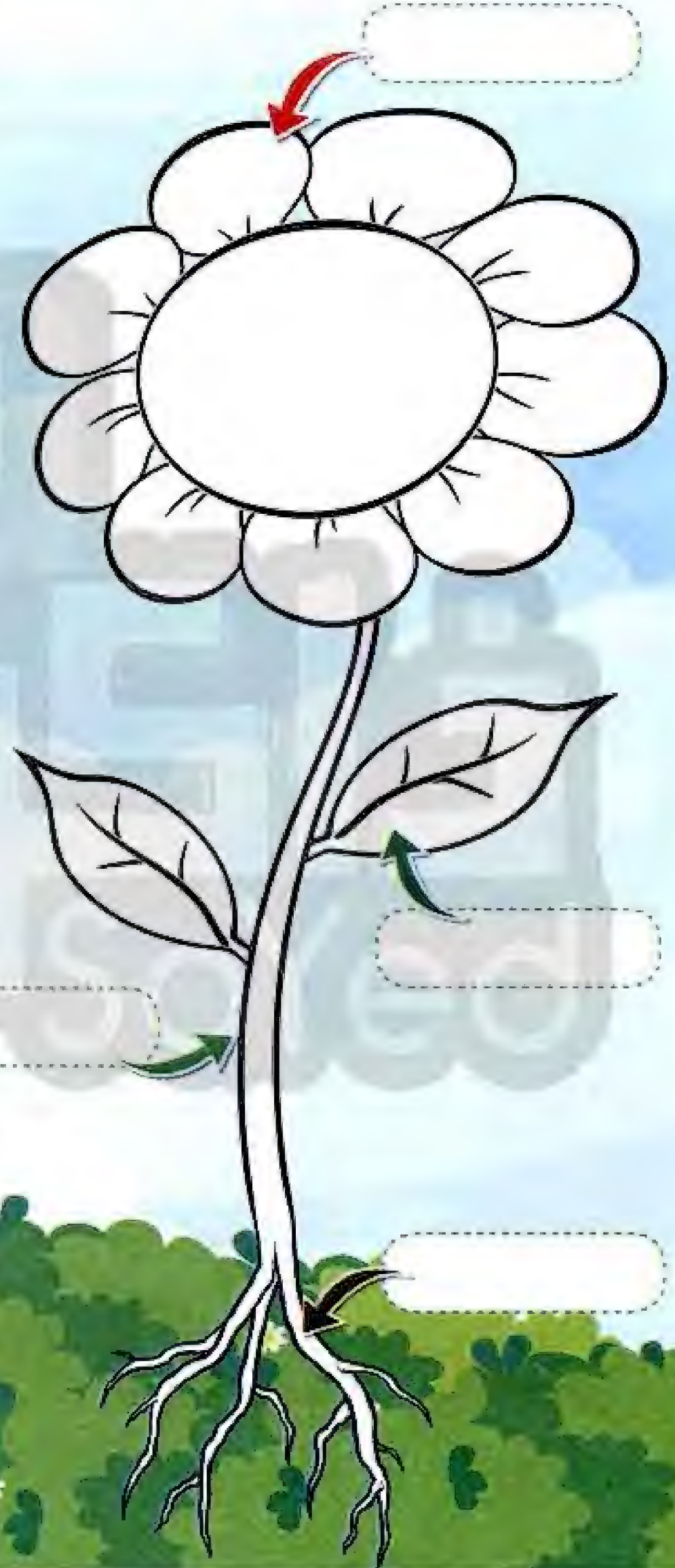
Non-living

- Help your child to count the living and non-living things in his/her room.
- Help your child to compare between numbers.
- **Integration of subjects** : Math (counting) – Art (using colors) – Science (living or non-living).
- **Life skills** : Setting clear goals – Differentiation.

Trace Plant Parts

Activity Use the color codes to color the plant, then write the names of each part of the plant.

| | |
|---|--------|
|  | Flower |
|  | Stem |
|  | Leaves |
|  | Roots |



Notes for
parents

- Help your child to identify plant parts.
- Integration of subjects : Art (coloring) – Science (plant parts).
- Life skills : Observation – Collecting data.

Celery



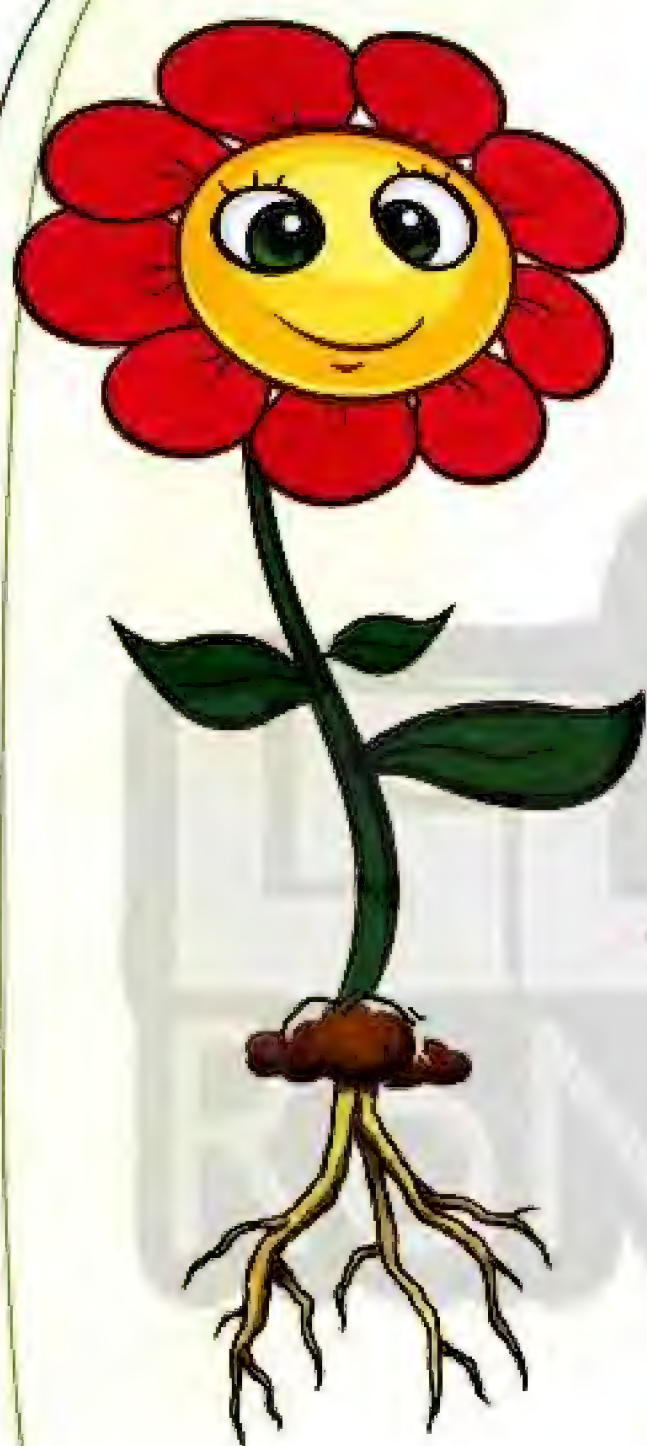
Activity 1 Match each celery placed in colored water to its expected shape after one day from placing it in the colored water as in the answered example.



- Help your child to do this experiment at home by putting celery stalks into water with food colors and see the change in the color of the leaves of celery.
- Integration of subjects : Science (water absorption in plants) – Art (distinguishing colors) – Vocational fields (planting).
- Life skills : Observation – Collecting data.

Plant Needs

Activity Draw circles around pictures that represent plant needs.



Cheese



Air



Water



Sunlight



Milk



Computer



Cake



Soil

- Help your child to choose the plant needs which are soil, air, water and sunlight.
- Let your child repeat the words : "Soil", "Air", "Water" and "Sunlight".
- **Integration of subjects** : Science (plant needs) – English (repeat some words) – Vocational fields (planting).
- **Life skills** : Collecting data – Observation.

Bubbles



Activity Draw the parts of human and plant that are used to get air, then trace the words to complete the sentences.



Draw

Human can get air through nose.



Draw

Plant can get air through leaves.

Notes for parents

- Help your child to draw a nose as it helps human to get air.
- Help your child to draw leaves as they help plant to get air.
- **Integration of subjects** : Science (functions of nose and leaves) – Art (drawing) – English (writing words) – Vocational fields (planting).
- **Life skills** : Observation – Collecting data.

Plant Features

Activity 1 Match each plant to its suitable habitat, then trace the words below.





Forest



Desert



- Discuss with your child that the habitat is a place where an animal or plant lives.
- Discuss with your child how the habitat could affect the features of plants.
- **Integration of subjects** : Science (habitat) – English (writing words).
- **Life skills** : Collecting data – Asking questions.

Activity 2 Circle the parts of the following plants that help plant to get air in  and those help plants to get water up to flowers and leaves in .



Notes for parents

- Discuss with your child that roots and a stem work together to transfer water from the soil to leaves and flowers.
- Discuss with your child that parts of plant adapt to survive in different habitat such as desert plant must keep water inside it to overcome the hot and dry environment.
- **Integration of subjects** : Science (plant features) – Art (using colors).
- **Life skills** : Observation – Differentiation.



Animal Features

Note
The stickers
are at the
end of the
book

Activity 1 Stick the animals' stickers in the suitable habitat.

Farm

Stick here

Desert

Stick here

Sea

Stick here

Forest

Stick here



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- Help your child to notice that different animals live in different habitats.
- Let your child mention some animals in different habitats.
- Integration of subjects : Science (habitat of animal) – English (names of animals).
- Life skills : Classification – Differentiation.

Theme 2
Chapter 1

103



هذا العمل خاص بموقع زاكروولي التعليمي ولا يسمح بتداوله على مواقع أخرى

Activity 2 Choose the part of an animal that helps it move, then trace its name.



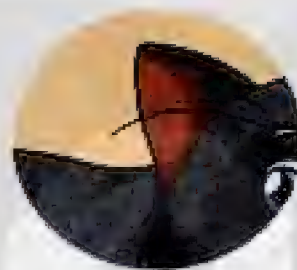
Fish



Eagle



Cat



Activity 3 Choose the part of an animal that helps it hide, then trace its name.



Tiger



Cheetah



Notes for parents

- Discuss with your child different features of different animals that help them move and hide.
- Discuss with your child that different animals have different features to hide such as wings of butterfly.
- Let your child repeat the names of animals.
- **Integration of subjects** : Science (animal features) – English (trace some words).
- **Life skills** : Asking questions – Collecting data.

Activity 4 Choose the part of an animal that helps it eat, then trace its name.



Chicken.



Lion.



Donkey



Fish



- Discuss with your child different features of different animals that help them eat.
- Let your child repeat the names of animals.
- **Integration of subjects** : Science (animals features) – English (trace some words).
- **Life skills** : Asking questions – Collecting data.

Brown Bear



Activity Trace the words below, then choose the habitat of the brown bear and importance of each feature.



Choose

★ The habitat of the brown bear is



Forest



Desert



Sea

- ★ The thick fur of the brown bear helps it
(eat – survive the weather – hide)
- ★ The sharp claws of the brown bear help it
(survive the weather – hide – move)
- ★ The strong teeth of the brown bear help it
(eat – hide – survive the weather)

Notes for parents

- Discuss with your child that the brown bear lives in the forest.
- Discuss with your child some other information about features of the brown bear.
- **Integration of subjects** : Science (habitat and features of animals) – English (tracing some words).
- **Life skills** : Asking questions – Observation.

My Animal



Activity Draw an animal that belongs to each habitat.



Forest



Desert



Farm

- Discuss with your child the information about the features of the animals he/she drew and how these features help the animals survive in their habitats.
- Integration of subjects : Science (habitat of animals) – Art (drawing).
- Life skills : Setting clear goals – Asking questions.

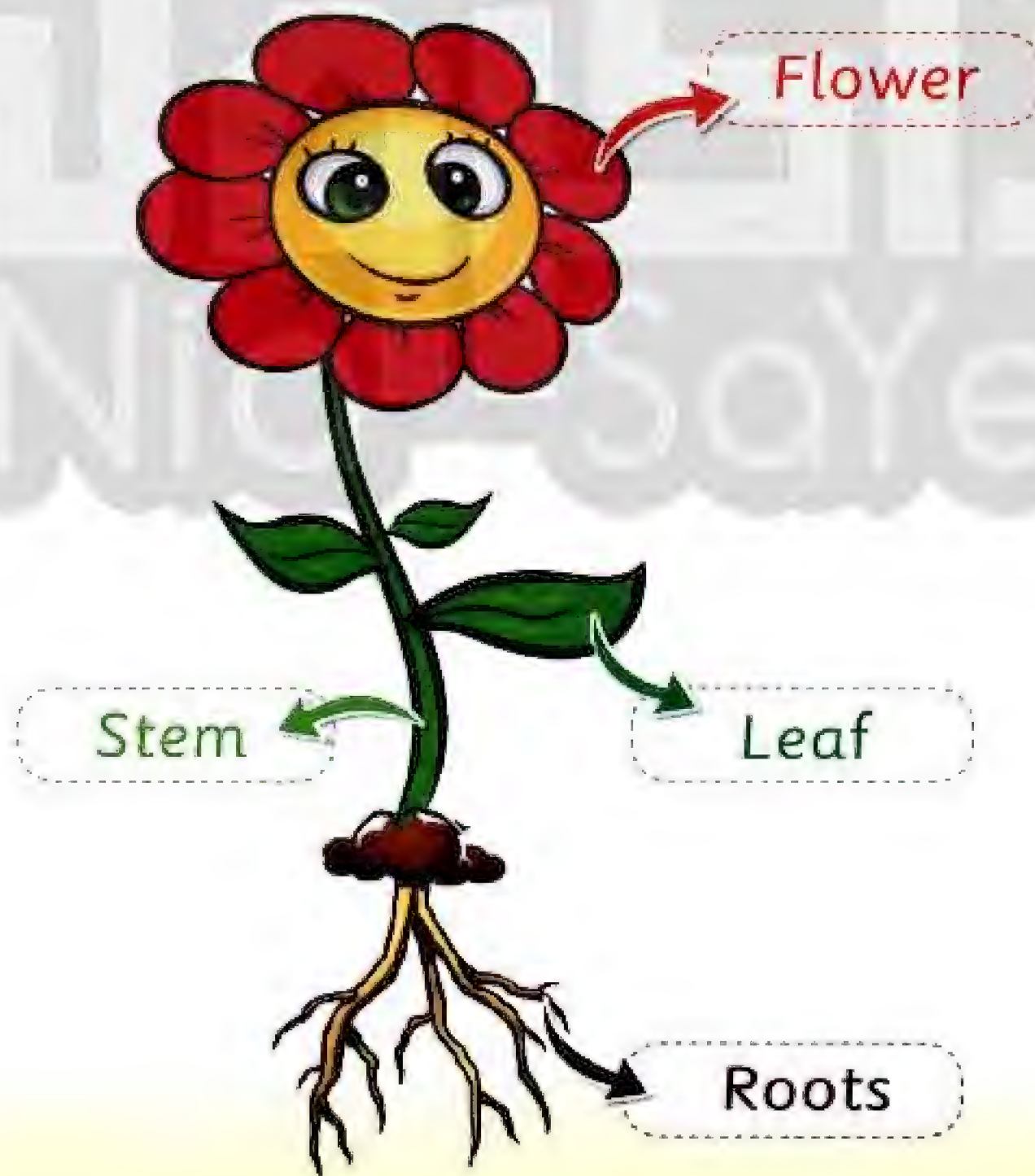
Theme 2
Chapter 1

I have learned that

- ★ Objects around us are divided into living things and non-living things.



- ★ Plant consists of 4 Parts which are flower, stem, leaves and roots.



★ Habitat is the place where a plant or animal lives.

EXAMPLES:



FOREST



DESERT



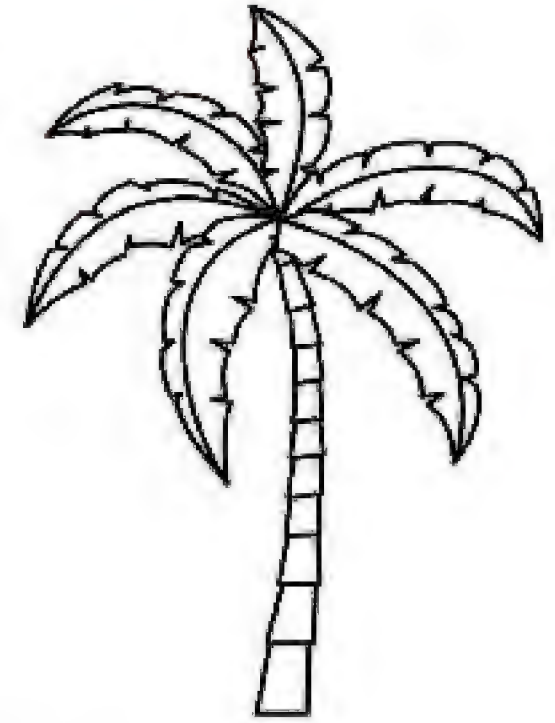
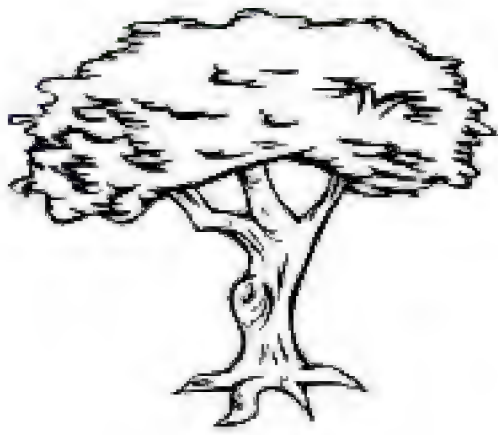
FARM


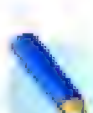


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Bigger Or Smaller

Activity 1 Color the biggest plant in each row.



Activity 2 Circle the biggest kid using  and the smallest kid using .



Notes for parents

- Help your child to compare different types of plant.
- Help your child to compare different things using words bigger or smaller.
- With your child repeat the words "bigger" and "smaller".
- **Integration of subjects** : Science (bigger or smaller) – English (repeating words) – Math (comparing sizes).
- **Life skills** : Differentiation – Respect for diversity.

Activity 3 Trace the names of the animals, then choose the right answers to the questions below.



Elephant



Cat



Mouse



Lion



Dog

| | | Bigger | Smaller |
|---|--|-----------------------|-----------------------|
|  is than  | | <input type="radio"/> | <input type="radio"/> |
|  is than  | | <input type="radio"/> | <input type="radio"/> |
|  is than  | | <input type="radio"/> | <input type="radio"/> |
|  is than  | | <input type="radio"/> | <input type="radio"/> |

- Help your child to differentiate between animals using the words "bigger" and "smaller".
- **Integration of subjects** : Science (animal differentiation) – English (tracing some words) – Math (comparing sizes).
- **Life skills** : Classification – Observation.

Activity 4 Color only the circle of the bigger object in each row.



Activity 5 Color the smaller object in each row.



Notes for parents

- Discuss with your child different objects in the surrounding environment.
- Encourage your child to describe things by using sentences like : "This book is smaller than this car".
- Integration of subjects : Math (bigger or smaller) – English (making simple sentences) – Art (using colors).
- Life skills : Setting clear goals – Classification.



The Visitor From Space

Activity Trace the words, then match each picture with the sense that is used to describe one of the properties of the water.



Hearing



Touch



Sight



Taste



Smell

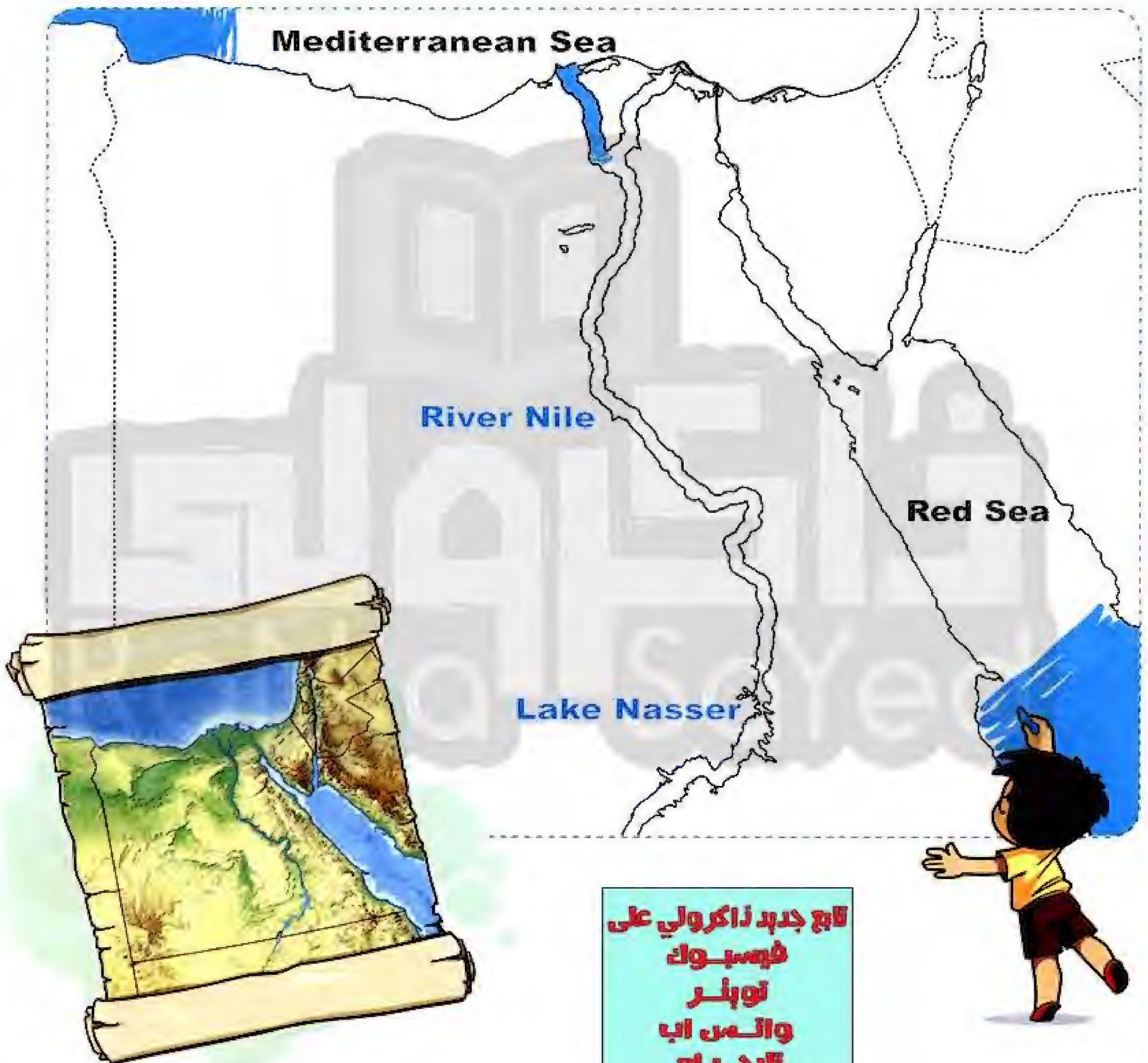


- Encourage your child to describe the properties of water using their senses for example : "Water has no smell" – "Water has no color" etc.
- Integration of subjects : English (tracing words and making simple sentences) – Science (properties of water).
- Life skills : Collecting data – Asking questions.



Map Of Egypt

Activity Complete coloring the places where you see water on the map of Egypt using .



تابع جديد زاكروولي على
فيسبوك
تويتر
والمن اب
ليجرام

Notes for parents

- Discuss with your child the different places where he/she can see water on the map of Egypt.
- Integration of subjects : Social studies (map of Egypt) – Art (Coloring).
- Life skills : Collecting data – Asking questions.

I have learned that

- ★ I can differentiate between the same things or different things using the words : "bigger" – "smaller".



- ★ There are different properties of water such as :

- Water has no smell.
- Water has no taste.
- Water has no color.



- ★ In Egypt we have different sources of water such as seas, rivers and lakes.

لا تفسد الاشياء في
قنوات ذاكروولي
على تطبيق التليجرام



Daytime Sky



Activity 1 Put (✓) or (X) in front of each sentence to describe the Sun.



Notes for parents

- Discuss with your child that we cannot smell, taste or hear the Sun.
- Discuss with your child that we cannot touch the Sun but we can feel the heat of the Sun.
- Warn your child of looking directly at the Sun as the Sun is so powerful and it can harm his/her eyes.
- Integration of subject : Science (properties of the Sun) – English (reading sentences).
- Life skills : Collecting data – Observation – Asking questions.

Drawing My Shadow

Activity 1 Match each picture with its suitable shadow.



Cat



Tree



Girl



Bicycle



Butterfly



Notes for parents

- Discuss with your child that every object has a shadow just looks like it.
- Let your child repeat the words below the pictures.
- Integration of subjects : Science (forming shadow) – English (repeat some words).
- Life skills : Observation – Differentiation.

Activity 2 Put (✓) at the right position of the shadow of the kid in each row according to the position of the Sun, then complete the sentences below by choosing the right word.

★ The shadow is the boy.

(in front of - behind)



★ The shadow is the girl.

(in front of - behind)



- Help your child to try different positions of shadow outside your home.
- With your child, discuss the difference between in front of and behind.
- **Integration of subjects** : Science (formation of shadow) – English (reading sentences) – Social studies (in front of / behind).
- **Life skills** : Observation – Collecting data.

Activity 3 Put (✓) at the right position of the shadow of the kid in each row according to the position of the Sun, then complete the sentences below by choosing the right word.

★ The shadow is on the of the girl.
(left side - right side)



★ The shadow is on the of the boy.
(left side - right side)



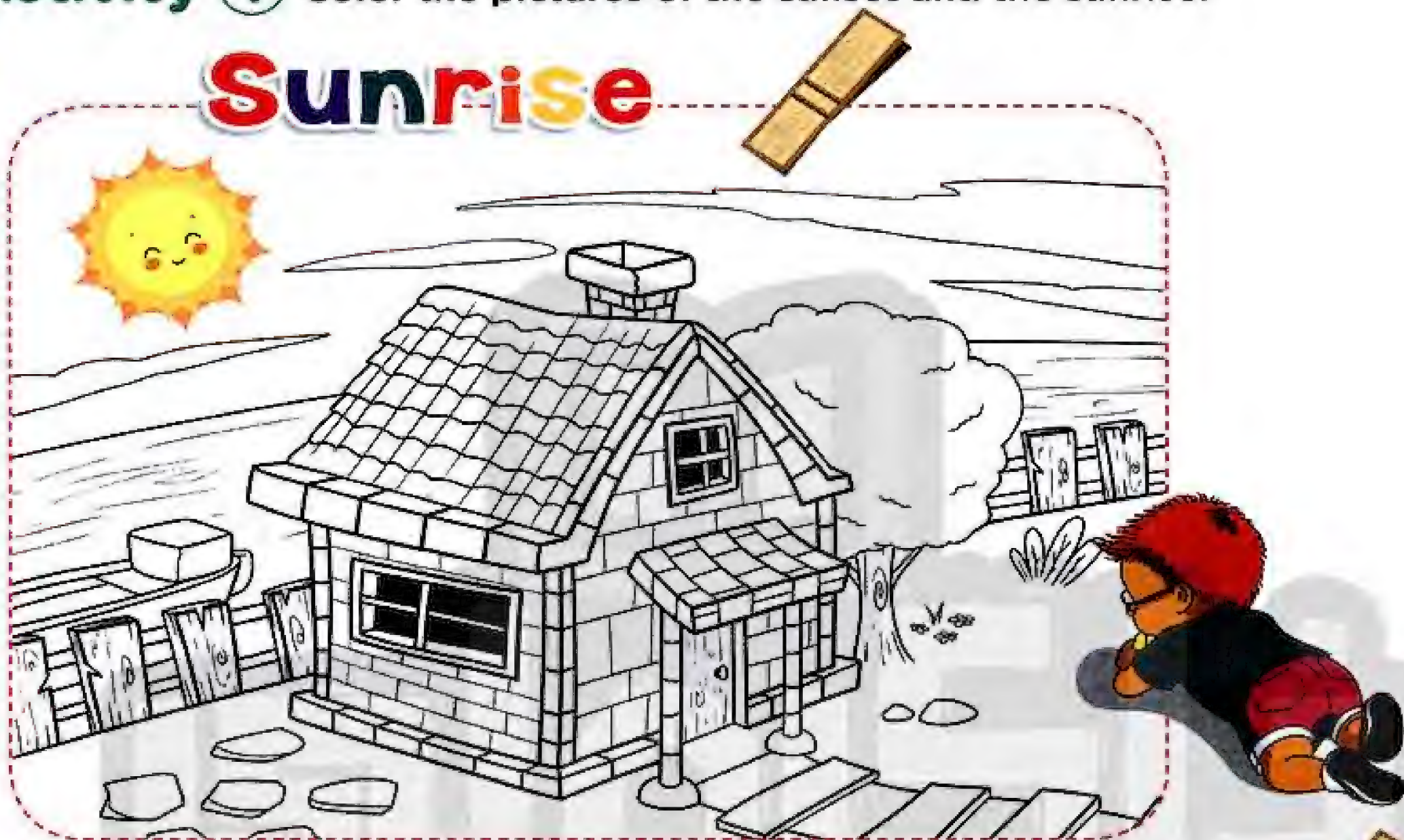
Notes for parents

- Help your child to try different positions of shadow outside your home.
- Discuss with your child the difference between : left and right.
- Integration of subjects : Science (formation of shadow) – English (reading sentences) – Social studies (right / left).
- Life skills : Observation – Asking questions.

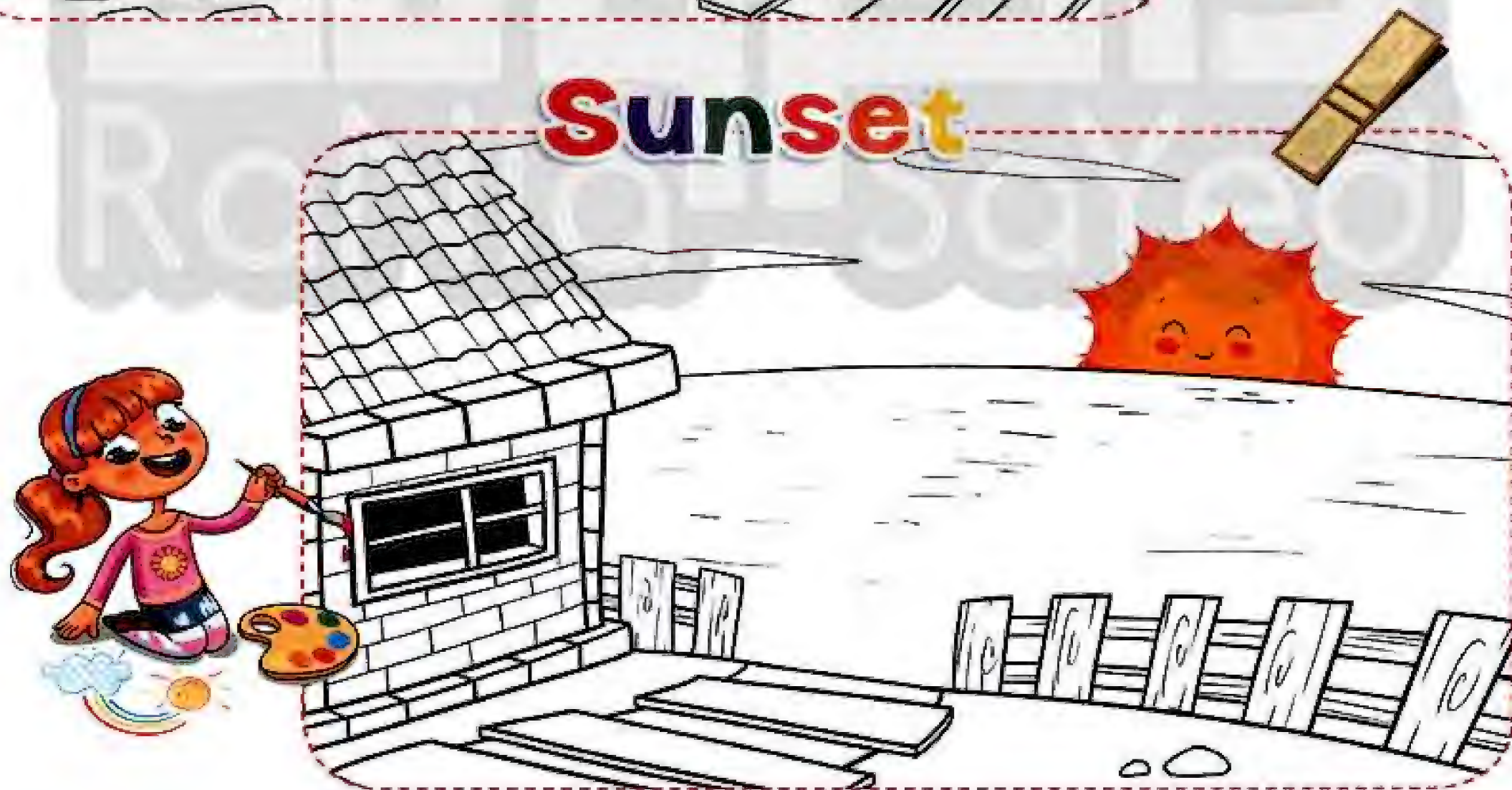
Investigating The Night Sky

Activity 1 Color the pictures of the sunset and the sunrise.

Sunrise



Sunset



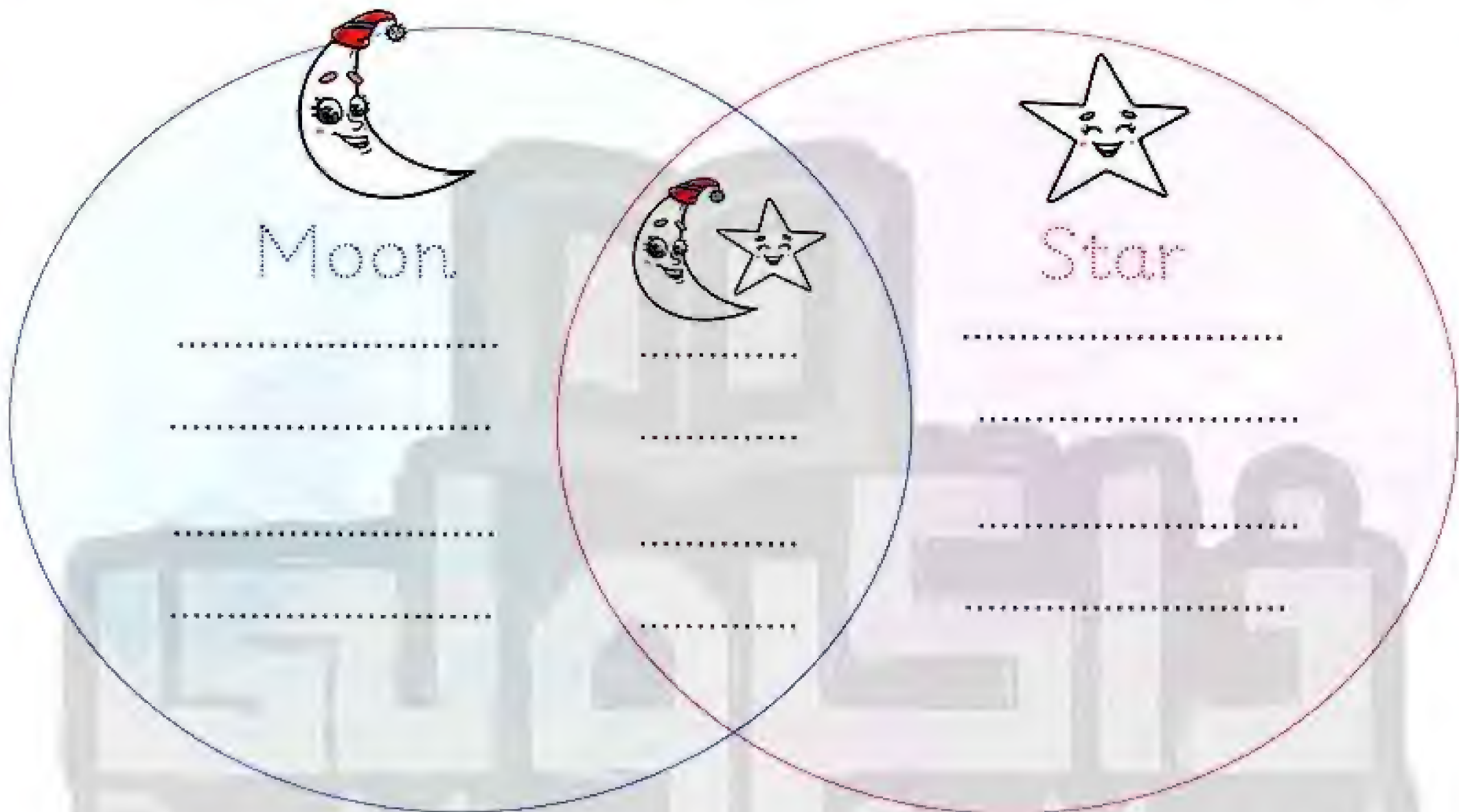
- Discuss with your child the difference between the sunrise and the sunset.
- Discuss with your child that the Sun appears to move in the sky but in fact the Earth moves around the Sun, so we see the Sun moves.
- With your child, discuss the sunset is the beginning of the night.
- Integration of subjects : Science (sunrise and sunset) – Art (coloring).
- Life skills : Observation – Collecting data.

Theme 2
Chapter 1

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Activity 2 Trace the words below, then write the words in the word bank in the suitable place in venn diagram.

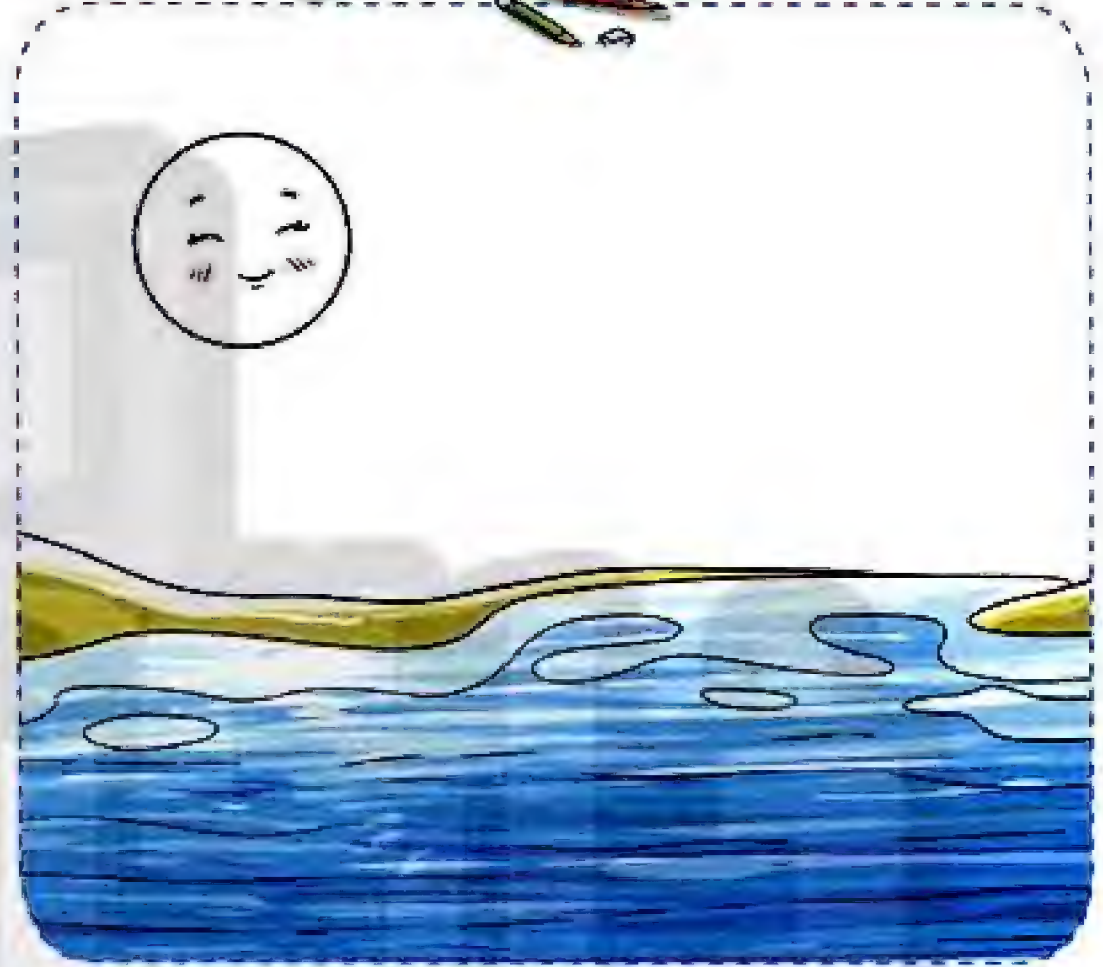
Word bank : Close – Look bright – Hot – Far – White – Cool – Shining.



Notes for parents

- With your child, discuss the moon is close, cool and white.
- With your child, discuss the stars are far, hot and shining.
- With your child, discuss the moon and stars look bright.
- Integration of subjects : Math (venn diagram) – Science (properties of moon and stars).
- Life skills : Asking questions – Collecting data.

Activity 3 Color the sky in  in each picture.



- With your child, discuss the moon appears in different shapes according to its place around the Earth.
- Integration of subjects : Science (moon phases) – Art (coloring).
- Life skills : Observation – Collecting data.



Drawing The Night Sky

Activity 1 Draw the sky at night.



Draw



Notes for parents

- Discuss with your child what he/she sees in the sky at night.
- Help your child to choose suitable colors for the drawing as black color for the sky.
- Integration of subjects : Science (night sky) – Art (drawing).
- Life skills : Observation – Collecting data.

Activity 2 Count the stars in each picture, then write the numbers next to each picture.

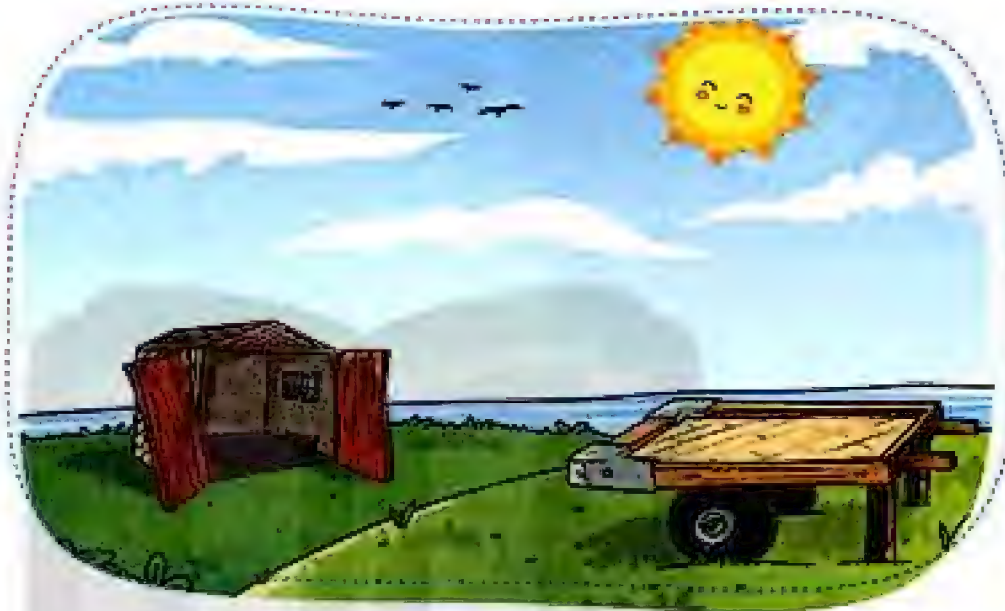




- Help your child to practice his/her math skills on counting different things around him/her.
- **Integration of subjects** : Science (night sky) – Math (counting).
- **Life skills** : Observation – Setting clear goals.

I have learned that

- ★ I can see different things in the sky at the daytime such as birds, clouds and the Sun.



- ★ I can see different things in the sky at night such as the moon and the stars.

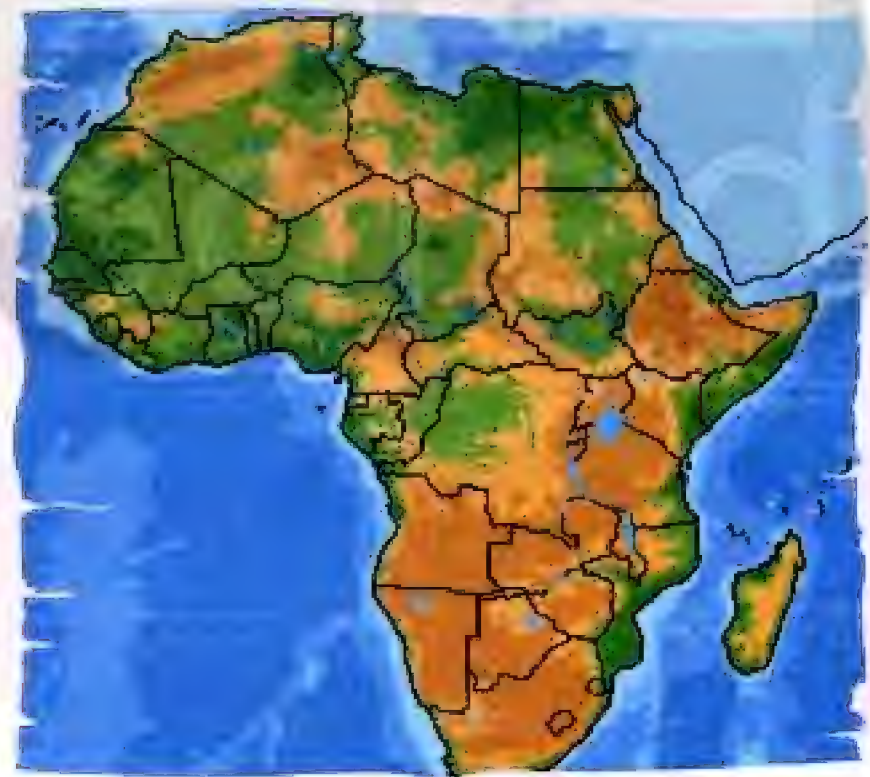


- ★ The shadow of an object depends on the location of the Sun (light source).



Maps And Pictures

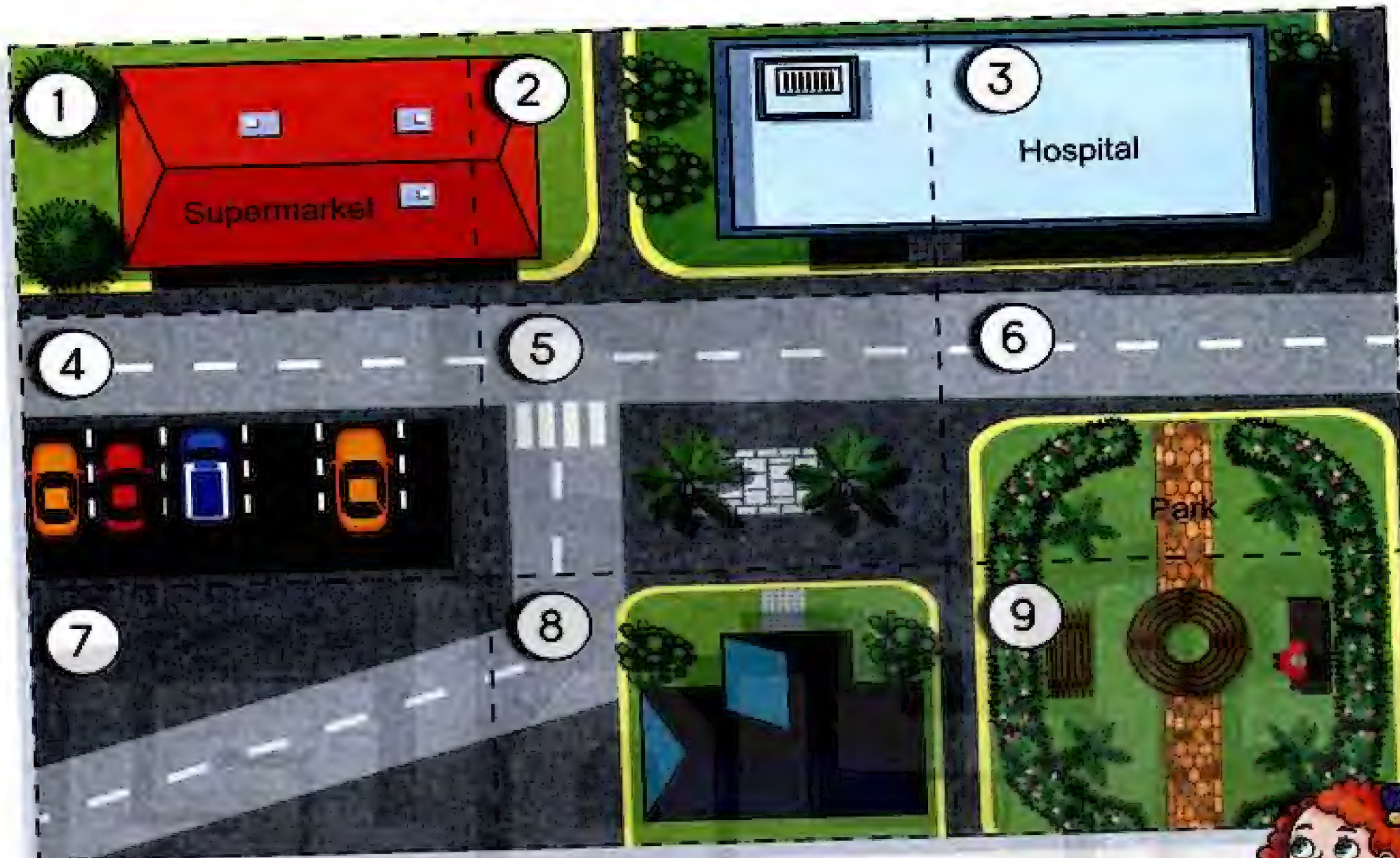
Activity Write "map" under the figure that represents a map and "picture" under the figure that represent a places.



- Help your child to differentiate between maps and pictures.
- Discuss with your child the importance of maps.
- **Integration of subjects** : Social studies (the difference between the map and the image) – English (writing).
- **Life skills** : Differentiation – Asking questions.

Practice With Maps

Activity 1 Study the map, then complete the sentences below by choosing the correct answer.



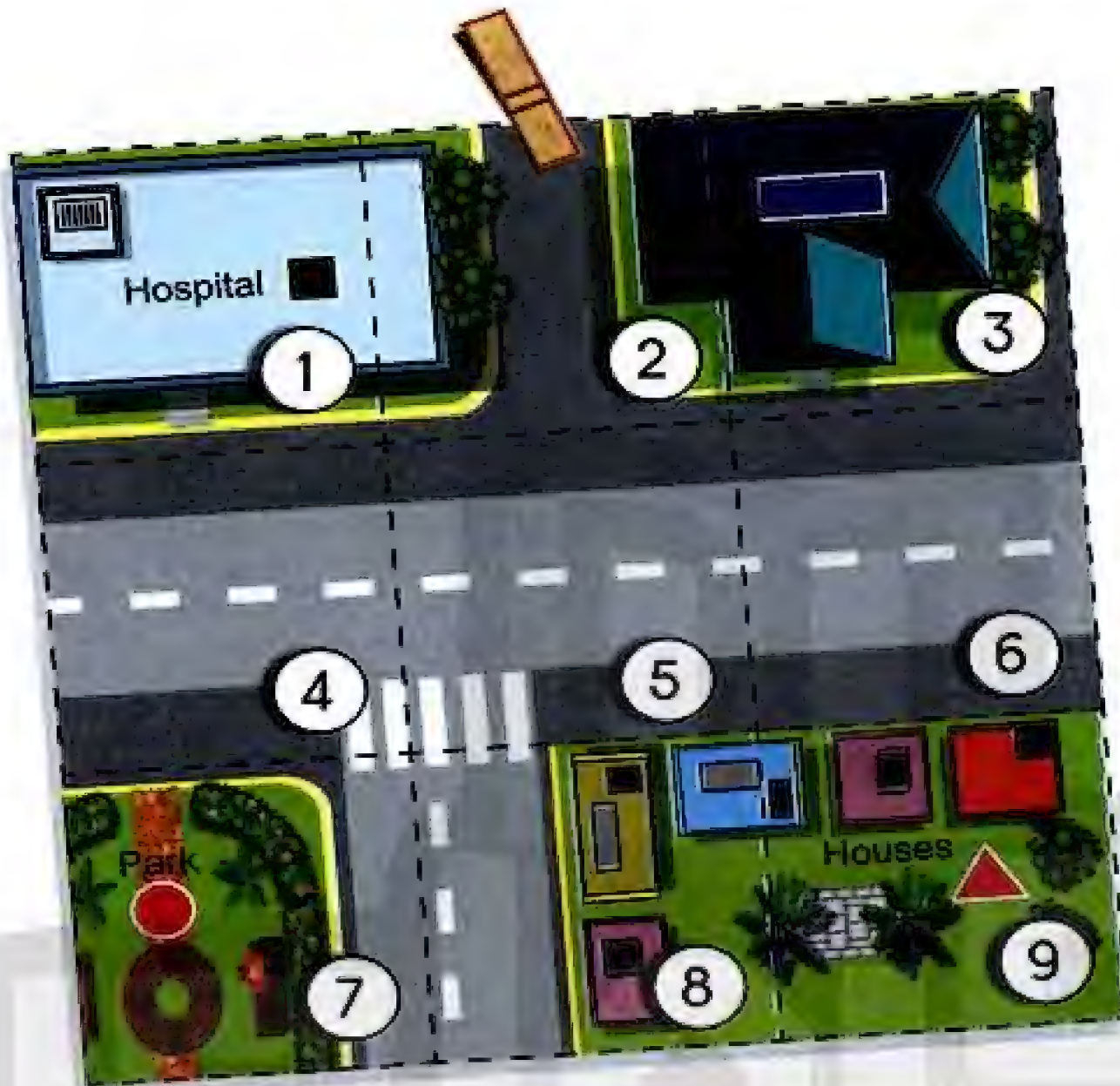
Choose and write your answer

- ★ The school is beside the
(park – supermarket – hospital)
- ★ The parking lot is found in Box
(9 – 3 – 4)
- ★ The park is next to the
(hospital – school – parking lot)
- ★ The supermarket is found in boxes and boxes
(3 and 4 – 7 and 8 – 1 and 2)

Notes for
parents

- With your child, discuss the location of the places using the map.
- Integration of subjects : Social studies (maps) – English (reading sentences).
- Life skills : Collecting data – Differentiation.

Activity 2 Study the map, then complete the table below as shown in the answered example.



| Place | key | Found in |
|----------|-------|----------------------|
| Hospital | | box 1 and box 2. |
| | | box and box 3. |
| | | box |
| Houses | | box and box 9. |

- With your child, discuss that each place on the map has different key.
- Discuss with your child how to use the key for studying maps.
- Integration of subjects : Social studies (maps) – English (writing).
- Life skills : Asking questions – Collecting data.

Activity 3 Help Samy to find his way to the school by tracing the right path, then complete the sentence below.



Complete the sentence

The path to school is found in boxes , ,
and

Notes for parents

- Help your child to describe direction to any place using maps.
- With your child, repeat some words to describe directions such as : next to – behind – forward etc.
- Integration of subjects : Social studies (using maps) – English (giving directions).
- Life skills : Collecting data – Asking questions – Differentiation.

تفوقك في أي عمل عليه العلامة دي

Chapter

2

Man-Made World



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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

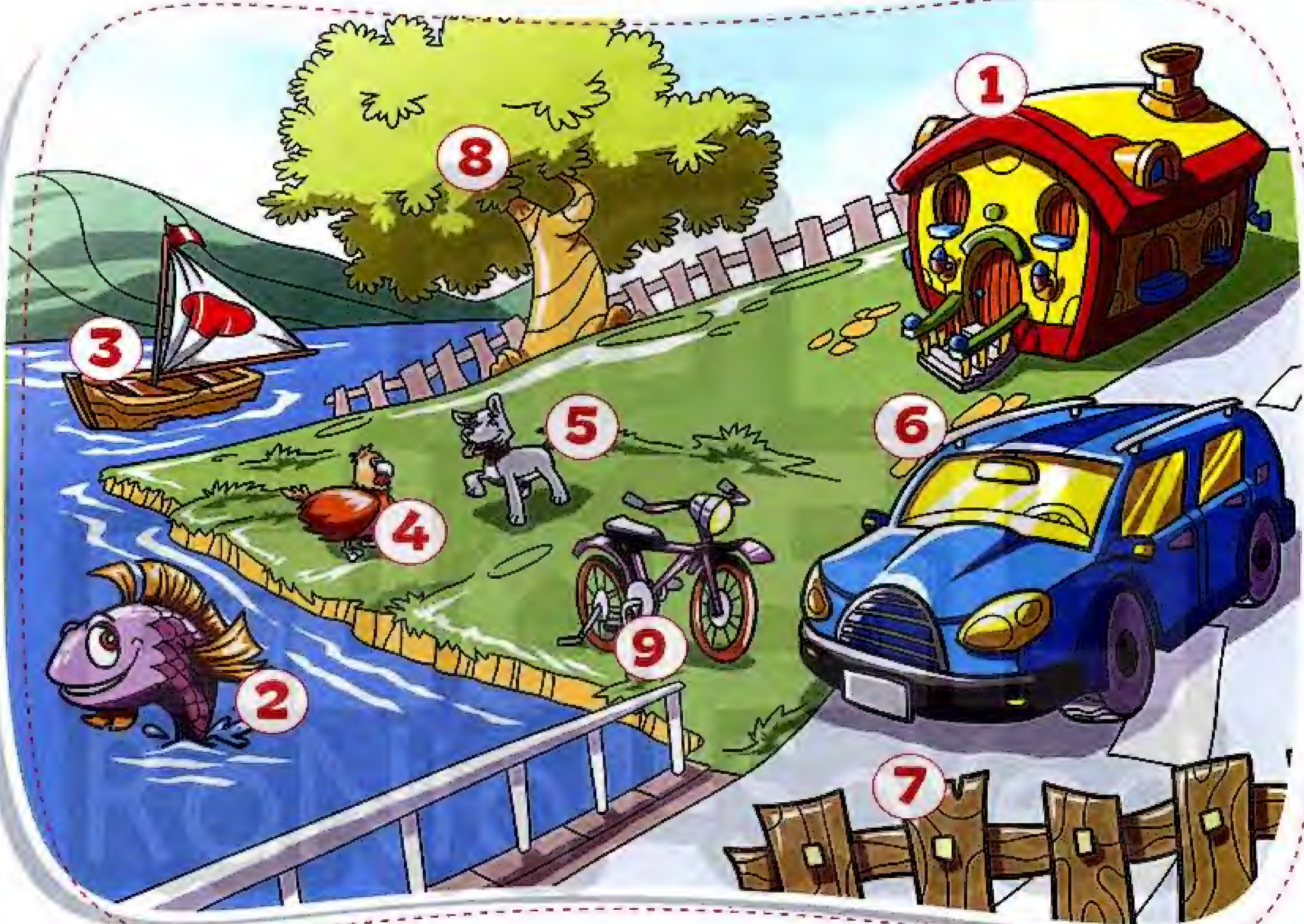
كتاب المعاصر

موقع ذاكرولي التعليمي

رياض الأطفال كى جى ٢

Natural Or Man-Made

Activity Write (N) for natural objects and (M) for man-made objects for the numbers that this picture indicates.



1

2

3

4

5

6

7

8

9

M

N

Notes for parents

- Help your child to differentiate between natural and man-made objects.
- Help your child to mention other examples of natural and man-made objects.
- Integration of subjects : Math (using numbers) – English (writing).
- Life skills : Differentiation – Setting clear goals.

School Yard Classification : Natural And Man-Made



Activity Label the following pictures as natural or man-made.



Man-Made



Natural



- Help your child to differentiate between natural and man-made objects.
- Let your child repeat and write the words (Natural – Man-made).
- **Integration of subjects** : Science (know the difference between natural and man-made objects) – English (reading and writing words).
- **Life skills** : Differentiation – Exchange information.

Technology Helps !

Activity Circle one or more tools that help in each of the following tasks.



Notes for parents

- Discuss with your child technology as a man-made tool.
- Help your child to repeat the word (Technology).
- Integration of subjects : Science (understanding of the characteristics of technology) – English (repeating word) – Vocational fields (works tools) – Economics and applied science (clothing and handicrafts).
- Life skills : Observation – Setting clear goals.

My Imagination : Working In A Garden

Activity Color the picture then stick your portrait.



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- Discuss with your child the garden, who work in it and its components.
- **Integration of subjects** : Vocational fields (match pictures of agricultural tools with the professions in the community) – Art (coloring).
- **Life skills** : Respect the others – Setting clear goals – Good listening.

Theme 2
Chapter 2

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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

Tending A Garden : Jobs And Tools

Activity 1 Read the following sentences, then answer the questions below.



- Designer works in gardens.
- Designer makes the garden plan.



- Builder works in gardens.
- Builder makes the man-made objects in the garden



- Gardener works in gardens.
- Gardener cares for natural objects in the garden.

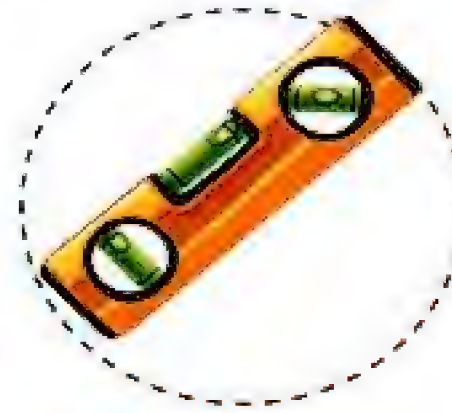
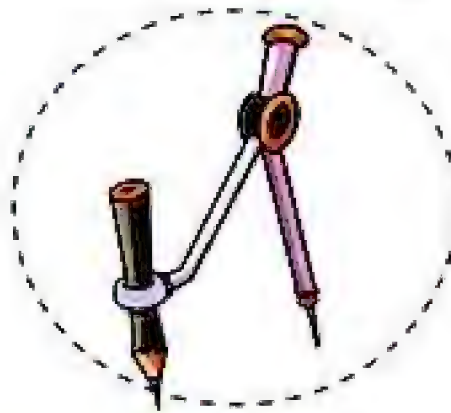
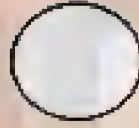
Put ✓ or ✗

- ★ Builder makes natural objects in the garden. ()
- ★ Gardener works in home. ()
- ★ Designer makes the garden plan. ()

Notes for parents

- Discuss with your child the work of designer, builder and gardener in garden.
- Repeat with your child the following words (Designer – Builder – Gardener – Garden).
- Integration of subjects : Social studies (jobs in garden) – English (repeat some words) – Vocational fields (jobs and tools).
- Life skills : Respect the opinions of others – Good listening – Setting clear goals.

Activity 2 Color the circle of builder's tools in green, designer's tools in blue and gardener's tools in red.



- Discuss with your child other tools of builders, designers and gardeners.
- Integration of subjects : Social studies (tools of jobs in garden) – Art (colors) – Vocational fields (jobs and tools).
- Life skills : Discovering – Understanding the relationships.

Who Works In The Garden ?

Activity Match each person with his job.



Notes for parents

- Discuss with your child who works in the garden.
- Help your child to match each person with his job.
- Repeat with your child the following words (Designers – Builders – Gardeners – Garden).
- Integration of subjects : Social studies (who works in garden) – English (repeat some words).
- Life skills : Observation – Discovering.



Tools And Technology Of Agriculture

Activity

Match each tool with the material that is made of and its use then trace the words.



Rubber

Wood

Metal



- Discuss with your child other examples of tools and technology of agriculture.
- Integration of subjects : Social studies (tools of agriculture) – English (reading and tracing) – Vocational fields (agricultural tools).
- Life skills : Collecting data – Communication – Good listening.

Theme 2
Chapter 2

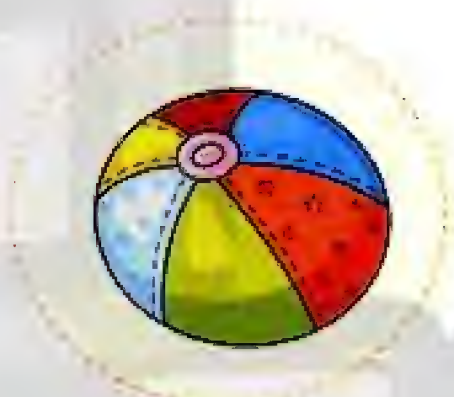
141

I have learned that

★ Natural objects like :



★ Man-made objects like :



★ Persons who work in garden are :



Gardener

His tools



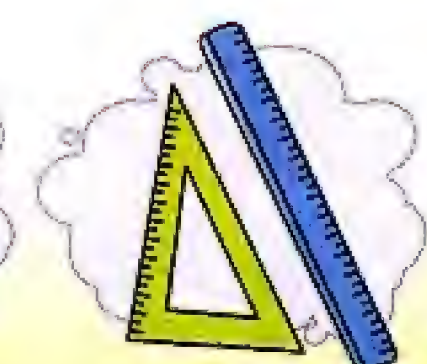
Builder

His tools



Designer

His tools



Planning A Meal

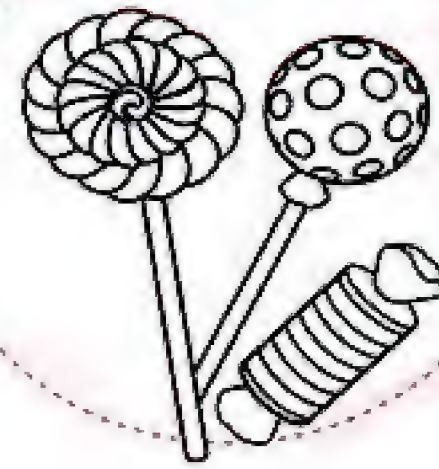


Activity 1 Color then choose to make a healthy meal.

Eggs



Sweets



Bread



Salad



Chips



Mango



Notes for parents

- Discuss with your child the healthy food like (eggs, milk, meat etc.) and the unhealthy food like (fast meals, fizzy drinks, sweets etc.).
- Integration of subjects : Science (know healthy food) – Art (coloring) – Economics and applied sciences (nutrition and food science).
- Life skills : Observation – Differentiation – Asking questions.

Activity 2 Classify the stickers of food into : Food comes from plants and Food comes from animal.

Food comes from plant

Stick here

Stick here

Stick here



Food comes from animal

Stick here

Stick here

Stick here



Note
The stickers
are at the
end of the
book

- Repeat with your child the following words (Animal – Plant).
- Help your child to classify food according to its sources.
- Let your child mention other examples of food and their sources.
- Integration of subjects : Science (classify food) – English (repeat some words).
- Life skills : Collecting data – Setting clear goal.

Activity 3 Put the stickers to classify food groups.

Vegetables

Stick here

Stick here

Fruits

Stick here

Stick here

Meat

Stick here

Stick here

Grains

Stick here

Stick here



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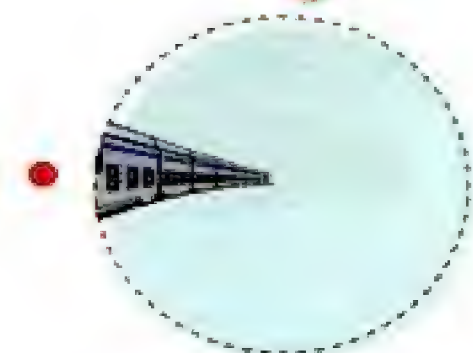
Note
The stickers
are at the
end of the
book

Notes for parents

- Repeat with your child the following words (Vegetables – Fruits – Meat – Grains).
- Help your child to classify food to four groups.
- **Integration of subjects** : Science (groups of food) – English (repeat some words) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Differentiation – Exchange information – Classification.

How Do We Travel ?

Activity 1 Match the front half of each transport with its back half.

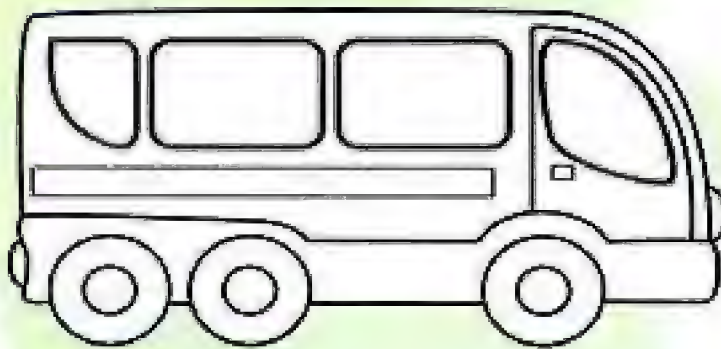
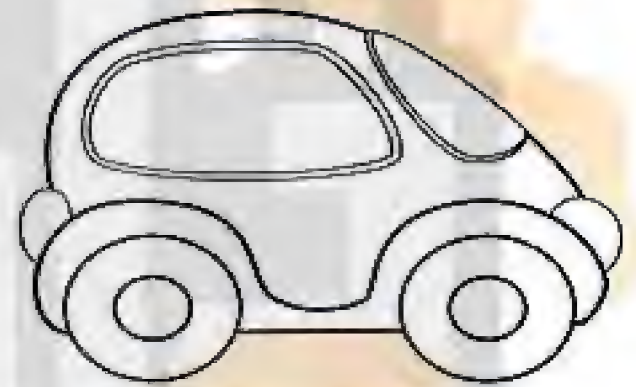
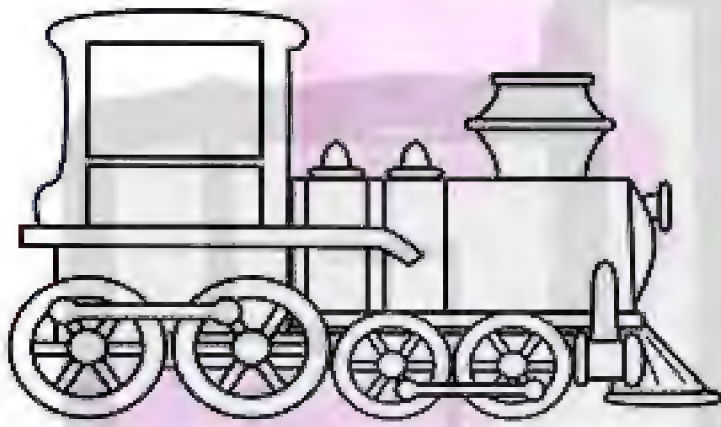
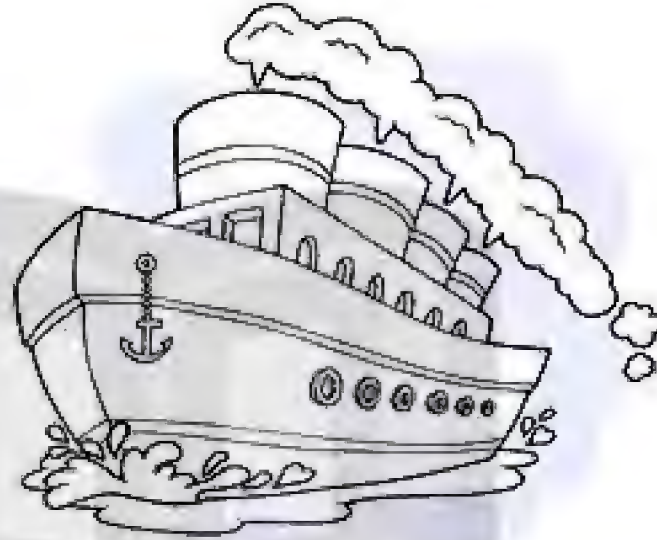
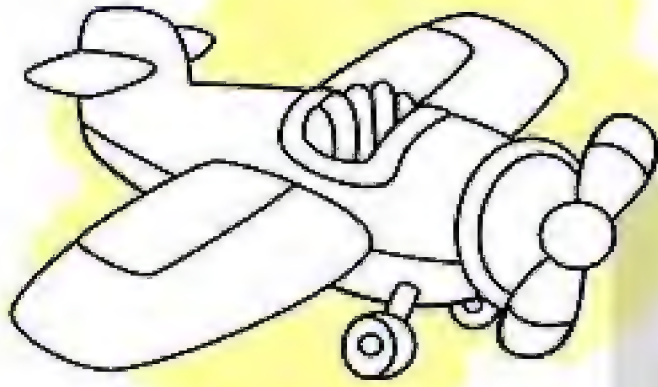


- Discuss with your child the different types of transportation.
- Repeat with your child names of different types of transportation such as (Plane – Bus – Walking – Ship – Car – Bicycle – Train).
- **Integration of subjects** : Social studies (identifying transportation) – English (repeating names of different types of transportation).
- **Life skills** : Discovering – Observation.

Theme 2
Chapter 2

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Activity 2 Color the transportations that go in air  in ,
on tracks   in  and in water  in .



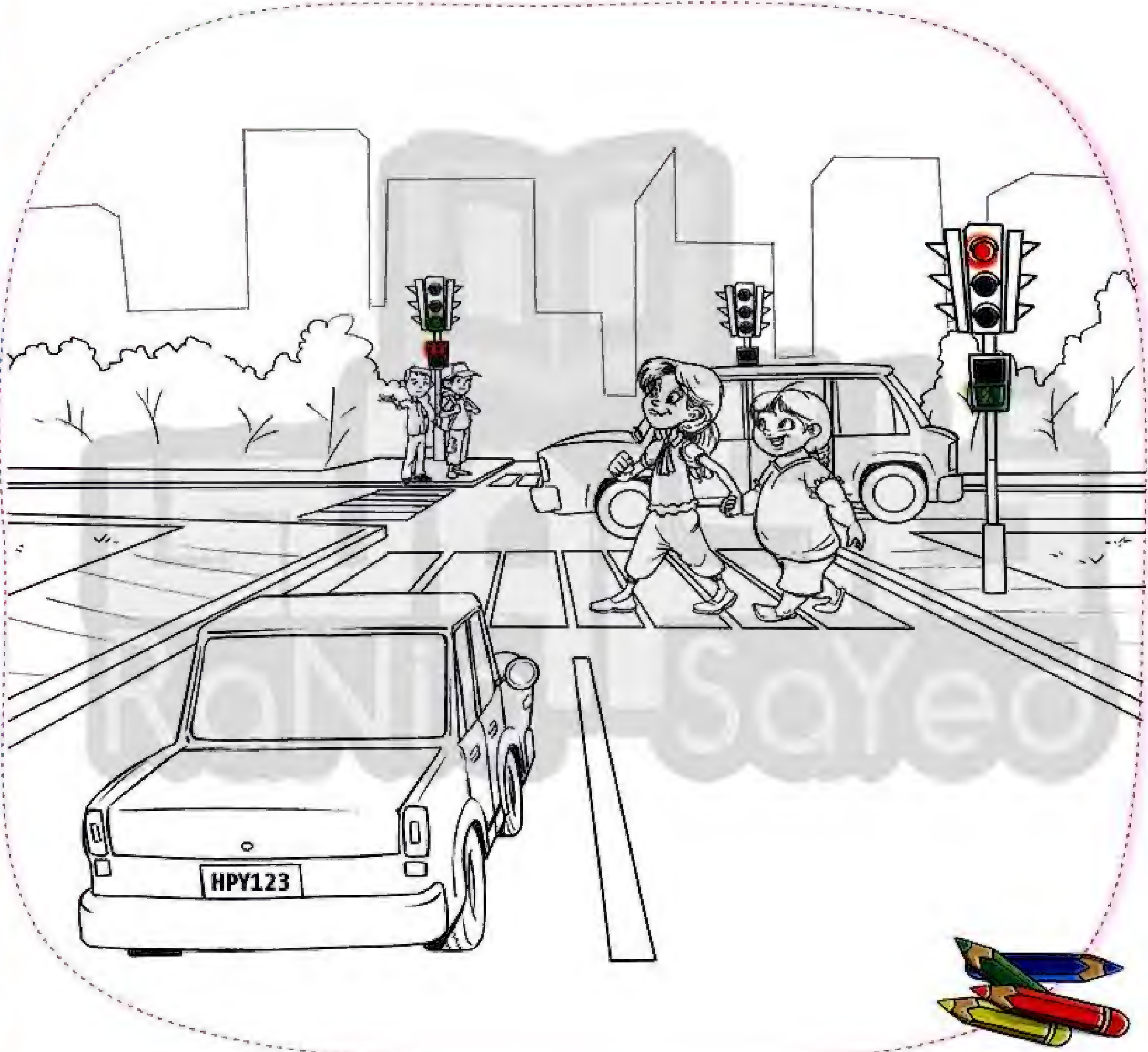
Notes for parents

- Discuss with your child the different means of transportation, then color them.
- Integration of subjects : Social studies (identifying different forms of transportation) – Art (coloring).
- Life skills : Critical thinking – Identifying the relationships.



Improving An Intersection

Activity Color the following picture.



- Discuss with your child the importance of following the traffic signs and traffic rules.
- Help your child to know what each color of the traffic lights means.
- Integration of subjects : Social studies (identifying the traffic lights) – Art (coloring).
- Life skills : Identifying the relationships – Respecting the rules.

Theme 2
Chapter 2

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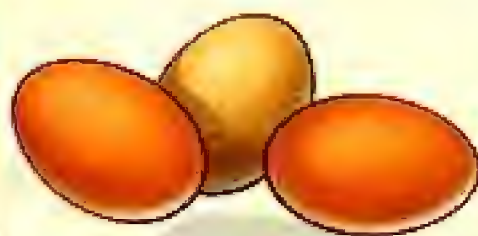
I have learned that

★ The healthy food like :

Fruits & Vegetables



Eggs



Beans



Fish



★ Food is classified into four groups :

Vegetables



Fruits



Meat



Grains



★ Transportations go :

On air



On tracks



On water



National Celebrations

Activity 1 Color the following picture then trace the sentence below.



New Year's Eve

- Help your child to color the picture and trace the sentence.
- Discuss with your child what you do at new year's eve.

Theme 2
Chapter 2

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Activity 2 Color the following picture then trace the sentence below.



Revolution Day

Notes for parents

- Discuss with your child some national celebrations such as New Year's Eve and Revolution Day.
- Help your child to trace the sentence.
- **Integration of subjects** : Social studies (national celebrations) – Art (coloring) – English (trace sentence).
- **Life skills** : Exchanging information – Identifying relationship – Asking questions.

Activity 3 Color the following picture then trace the sentence below.



Merry Christmas

- Help your child to color the picture and trace the sentence.
- Discuss with your child how people celebrate Christmas in Egypt.

Activity 4 Color "Ramadan Lantern" in the following picture then trace the sentence below.



Happy Ramadan

Notes for parents

- Help your child color the picture and trace the sentence.
- Discuss with your child how people celebrate Ramadan and Eid Al Fitr.

Invitation



Activity Complete and color the invitation then cut it.



لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق الاندرويد

تابع جديد ذاكرولي على
فيسبوك
تويتر
والس اب
تليجرام

- Help your child to complete then color the invitation.
- Discuss with your child how to prepare the birthday party.
- Help your child to cut the card at the green lines and fold it at the red lines.








Party Balloons !



Activity 1 Color the picture then answer the questions below.



Complete



- ★ The number of all balloons is
- ★ The  and  have balloons.
- ★ The  and  have balloons.
- ★ The ,  and  have balloons.

- Help your child to solve these addition problems by "Put together".
- Repeat with your child (Adding by "Put together").
- **Integration of subjects** : Math (solve problems) – Art (coloring).
- **Life skills** : Counting – Communication – Observation.

Activity 2 Color the pictures then answer the questions below.





Complete

- ★ The number of  is
- ★ If they eat 2 pieces ! How many pieces of  are left ?



Complete

- ★ The number of  is
- ★ If 2 candles are put out ! How many candles  are left ?

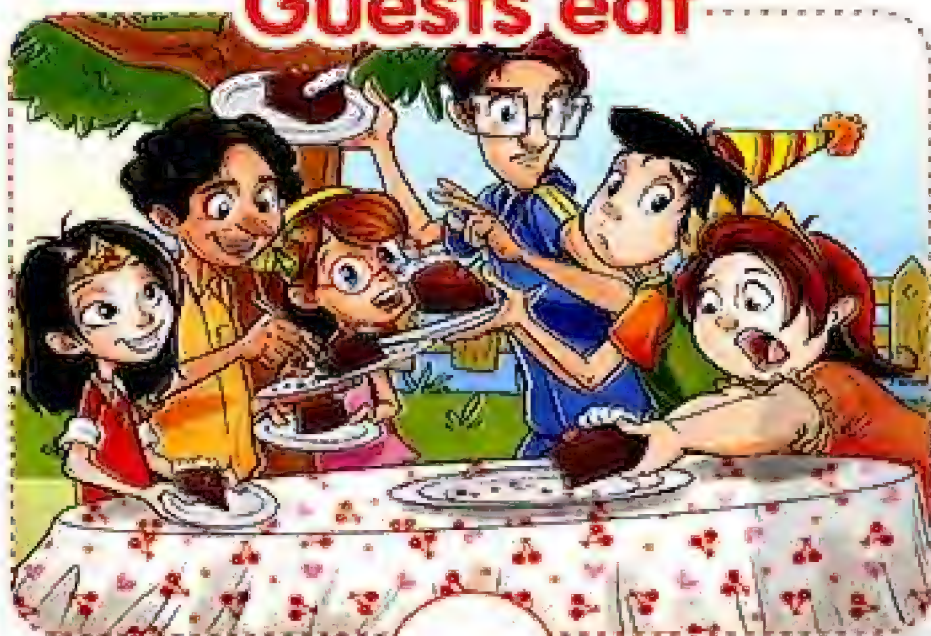
Notes for parents

- Help your child to solve these subtraction problems by "Take away".
- Integration of subjects : Math (solve problems) – English (reading).
- Life skills : Counting – Observation.

Planning A Party

Activity Read the sentences then order the pictures.

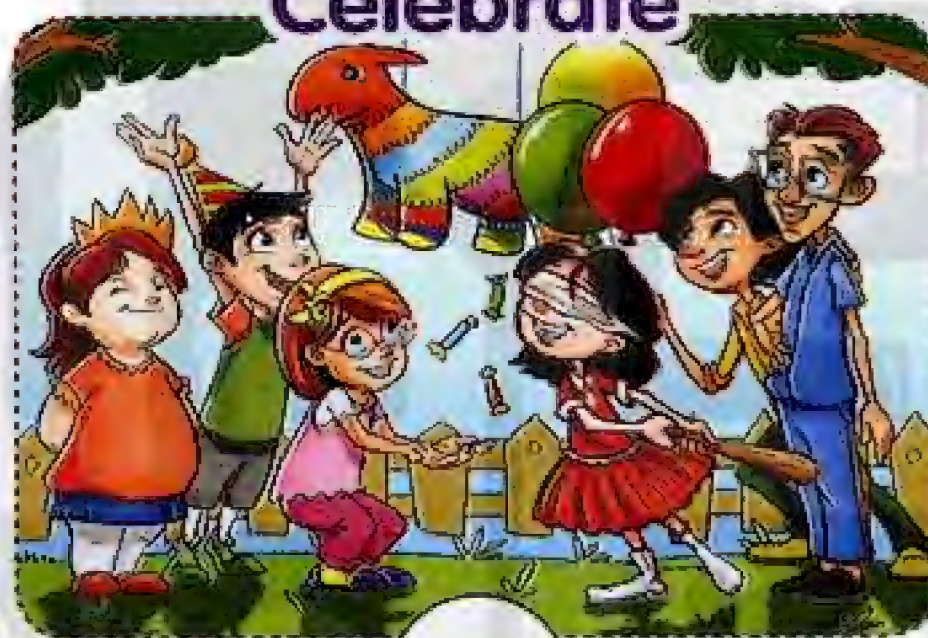
Guests eat



Cleaning up



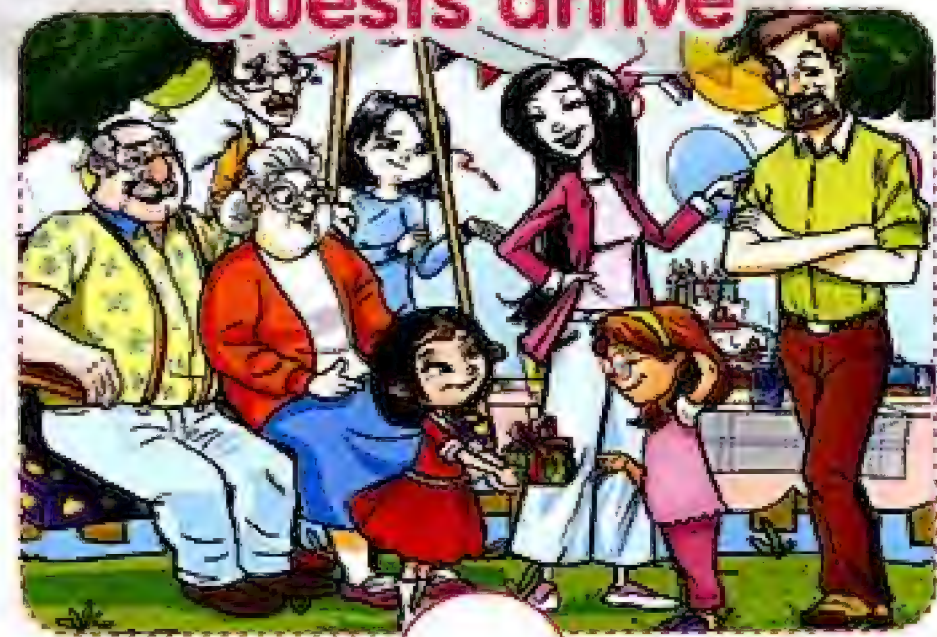
Celebrate



Setting up



Guests arrive



- Discuss with your child how to prepare a party.
- Help your child to read sentences without a mistake.
- **Integration of subjects** : English (reading sentences) – Math (using numbers) – Economics and applied sciences (nutrition and food science).
- **Life skills** : Communication – Good listening.



Computers

Activity 1 Draw lines to match the shadows with the correct pictures.



Laptop



Mobile phone



Computer



Tablet

Notes for parents

- Discuss with your child different shapes of technology (Computers).
- Read with your child different names of computers.
- Integration of subjects : English (reading) – ICT (Identify technology components).
- Life skills : Observation – Setting clear goals.

Activity 2 Trace the words then match each part of computer with its name.

Mouse



Keyboard



Computer case

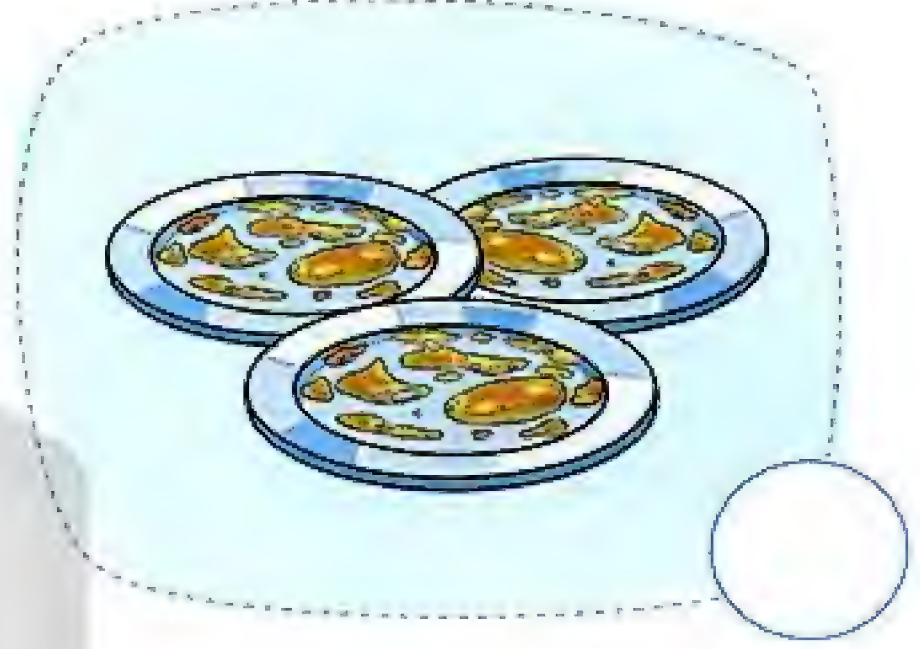


Monitor



- Discuss with your child parts of computer.
- With your child, read the names of computer's parts.
- Integration of subjects : English (reading) – ICT (Identify technology computers).
- Life skills : Discovering – Setting clear goals – Good listening.

Activity 3 Put ✓ on tasks of computers.



Notes for parents

- Discuss with your child examples of tasks of computers.
- Repeat with your child the following words (Computer – Tablet – Mobile phone – Laptop).
- Integration of subjects : English (repeating some words) – ICT (know tasks of computer).
- Life skills : Discovering – Good listening – Setting clear goal.

I have learned that

★ National celebrations such as :



New Year's Eve



Christmas



Eid Al Fitr

★ How to plan a party in garden by :





Glossary



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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

كتاب المعاصر

موقع ذاكرولي التعليمي

رياض الأطفال كى جى ٢

THEME

1

Who Am I?

Chapter 1

Characteristics

Same

Different

Swim

Fly

Run

Shapes

Square

Circle

Rectangle

Triangle

Objects

Smaller than

Bigger than

Portrait

Blue

Yellow

Brown

Bike

Black

Milk

Hair

Draw

Banana

Football

Eat

Play

Eyes

Drink

Ride

Read

Sister

Brother

Younger than

Older than

Juice

خصائص

نفس (ذاته)

مختلف

يعوم

يطير

يجري

أشكال

مربع

دائرة

مستطيل

مثلث

أشياء

أصغر من

أكبر من

صورة

أزرق

أصفر

بنى

عجلة

أسود

لبن

شعر

يرسم

موزة

كرة قدم

يأكل

يلعب

عيون

يشرب

يركب

يقرأ

أخت

أخ

أصغر من

أكبر من

عصير

Violin

Favorite

Toy

Red

Green

Orange

Purple

Building

Country

Tower

Museum

Food

Clothes

Monuments

Paragraph

Wear

How many ... ?

Boys

Girls

Geometric

Puppet

Buttons

Sock

Cardboard

Mouth

Hot glue gun

Compass

Scissors

Wool

Vegetables

Fruits

Sweets

Hobby

Sport

Giza

Body

آلة الكمان

مفضل

لعبة

أحمر

أخضر

يرتقالي

بنفسجي

بناء (مبنى)

بلد

برج

متحف

طعام

ملابس

آثار

فقرة

يرتدى

كم عدد ... ؟

أولاد

بنات

هندسي

دمية

أزرار

شراب

ورق مقوى

فم

مسدس غراء ساخن

فرجار (برجل)

مقص

صوف

خضروات

فاكهة

حلويات

هواية

رياضة

محافظة الجيزة

جسم

Chapter 2

| | | | |
|----------------|----------------------------|-----------------|------------------|
| Class | فصل | Scientist | عالم |
| Family tree | شجرة العائلة | Farmer | مزارع أو فلاح |
| Members | أفراد | Fire fighter | رجل مطافئ |
| Grandparents | الأجداد | Baker | خباز |
| Aunt | خالة أو عمّة | Pens | أقلام جاف |
| Parents | الآباء | Author | المؤلف |
| Uncle | خال أو عم | Hammer | شاكوش |
| Cooking | يطبخ | X-rays | أشعة اكس |
| Shopping | يتسوق | Flask | دورق |
| Studying | يذاكر / يدرس | Tractor | جرار زراعي |
| Sunday | يوم الأحد | Hose | خرطوم |
| Kitchen | مطبخ | Write | يكتب |
| Friday | يوم الجمعة | Experiments | تجارب |
| Market | سوق | Bread | خبز |
| Grandmother | الجدّة | Missing | المفقود |
| Monday | يوم الاثنين | Puzzle | لغز |
| Room | حجرة | Bar graph | رسم بياني |
| Cleaning | ينظف | Murals | جداريات |
| Caring | رعاية | School | مدرسة |
| Right | صح | Imagine | تخيل |
| Wrong | خطأ | Wall | جدار |
| Behaviors | سلوكيات | Now | الآن |
| Shadow | الظل | Future | المستقبل |
| Tool | الأداة | Communities | مجتمعات |
| Recycle | إعادة تدوير | Foot | القدم |
| Collage | فن الكولاج/ لصق | City | المدينة |
| Art | فن | Cairo | القاهرة |
| Plastic bottle | زجاجة بلاستيكية | Inside | داخل |
| Paper sheets | صفحات ورقية | Below | أسفل |
| Pencils | أقلام رصاص | National Anthem | نشيد وطني |
| Father | الأب | Frame | البرواز (الإطار) |
| Cut | يقطع | Flag | العلم |
| Stick | يلزق | Sing | يغنى |
| Lower part | الجزء السفلي | Piece | قطعة |
| Cover | يغطي | Grow | يزرع |
| Pencil case | مقلمة | Crops | محاصيل |
| Cousin | ابن أو ابنة/ العم أو الخال | Area | منطقة أو مساحة |
| Mother | الأم | Across | عبر |
| Library | مكتبة | Primary colors | الألوان الأساسية |
| Jobs | وظائف | Mixing | يخلط |
| | | New | جديد |
| | | Painting | يرسم |

Chapter 3

| | | | |
|-------------|-----------------|-------------|---------------|
| Animal | حيوان | Less than | أقل من |
| Illustrator | مصور / رسام | Jerboa | حيوان اليربوع |
| Title | عنوان | Hear | يسمع |
| Book | كتاب | Hop | يقفز |
| Book cover | غلاف الكتاب | Underground | تحت الأرض |
| Feet | أقدام | Burrows | الجحور |
| Walk | يمشي | Horse | الحصان |
| Run | يجري | Mouse | فأر |
| Stay safe | يبقى بأمان | Size | حجم |
| Donkey | حمار | Human | الإنسان |
| Fox | ثعلب | Nose | الأنف |
| Desert | الصحراء | Breathe | يتنفس |
| Sand dunes | الكثبان الرملية | Smell | يشم |
| Need | يحتاج | Taste | يتذوق |
| Air | الهواء | Clothes | ملابس |
| Shelter | مأوى | Box | صندوق |
| Plants | نباتات | Tent | خيمة |
| Lizard | سحلية | Healthy | صحي |
| Insects | حشرات | Unhealthy | غير صحي |
| Farm | مزرعة | Eggs | بيض |
| Pull | يسحب | Fish | سمك |
| Wagon | مركبة | Yogurt | زبادي |
| Carry | يحمل | Cheese | جبنة |
| Hooves | حوافر | Nuts | مكسرات (بندق) |
| Paws | كفوف | Personal | شخصي |
| Jump | يقفز | Egypt | مصر |
| Ears | الأذان | Similar | مشابه |
| Eagle | نسر | Hen | دجاجة |
| Gazelle | الغزالة | Duck | بطة |
| Home | منزل | Pigeon | حمامة |
| Nest | عش | Sheep | خروف |
| Sea | بحر | Cat | قطعة |
| Hole | فتحة | Dog | كلب |
| Feathers | الريش | White | لون أبيض |
| Grasslands | الأراضي العشبية | | |
| Claws | المخالب | | |
| Meat | لحم | | |
| Horns | قرون | | |
| Needs | احتياجات | | |
| More than | أكثر من | | |

لا تفسد الاشراك في
قنوات ذاكرولي
على تطبيق الليجرام

THEME

2

The World Around Me

Chapter 1

| | | | |
|---------------|----------------|-------------------|---------------|
| School yard | فناء المدرسة | Examples | الأمثلة |
| Maze | متاهة | Kid | طفل |
| Living | حي | Elephant | فيل |
| Non-living | غير حي | Visitor | زائر |
| Interact | يتفاعل | Space | الفضاء |
| Environment | البيئة | Hearing | السمع |
| Nature | الطبيعة | Touch | اللمس |
| Flower | زهرة | Sight | الرؤية |
| Stem | ساق النبات | Map | خريطة |
| Leaves | أوراق النبات | Mediterranean Sea | البحر المتوسط |
| Roots | الجذور | River Nile | نهر النيل |
| Celery | كرفس | Red Sea | البحر الأحمر |
| Colored water | ماء ملون | Lake Nasser | بحيرة ناصر |
| Absorption | امتصاص | Sources | مصادر |
| Responsible | مسؤول | Daytime | النهار |
| Function | وظيفة | Sky | السما |
| Sunlight | ضوء الشمس | Sun | الشمس |
| Soil | التربة | Feel | يشعر |
| Bubbles | فقاقيع | Heat | حرارة |
| Features | ملامح / مميزات | Bicycle | دراجة |
| Forest | الغابة | Butterfly | فراشة |
| Get | يحصل على | Position | وضع |
| Transfer | ينقل | In front of | أمام |
| Hide | يختفي | Behind | خلف |
| Tiger | نمر | Left | اليسار |
| Cheetah | فهد | Right | اليمين |
| Chicken | دجاجة | Investigating | التحقيق / فحص |
| Lion | الاسد | Night | الليل |
| Brown bear | دب بني | Sunrise | شروق الشمس |
| Teeth | الأسنان | Sunset | غروب الشمس |
| Habitat | مسكن طبيعي | Close | قريب |
| Fur | فرو | Bright | ساطع |
| Importance | أهمية | Hot | ساخن |
| Thick | سميك | Far | بعيد |
| Survive | ينجو | Cool | بارد |
| Weather | طقس | Shining | لامع |
| | | Moon | قمر |

| | |
|-------------|--------------------|
| Star | نجمة |
| Location | موقع |
| Picture | صورة |
| Places | أماكن |
| Hospital | مستشفى |
| Parking lot | مكان وقوف السيارات |
| Park | متنزه |

Chapter 2

| | |
|-----------------|------------------|
| Man-made | صنع الإنسان |
| World | العالم |
| Natural | طبيعي |
| Indicate | تشير أو تدل |
| Classification | تصنيف |
| Helps | مساعدات أو يساعد |
| Tasks | مهام |
| Work | يعمل أو عمل |
| Garden | حديقة |
| Designer | مصمم |
| Builder | عامل بناء |
| Gardener | مزارع |
| Home | منزل |
| Plan | خطة أو مخطط |
| Person | شخص |
| Agriculture | زراعة |
| Material | مادة |
| Rubber | مطاط |
| Wood | خشب |
| Metal | معدن |
| Meal | وجبة |
| Salad | سلطة |
| Grains | حبوب |
| Travel | يسافر |
| Transportations | مواصلات |
| Tracks | مسارات |
| Improving | تحسين |
| Intersection | تداخل |
| Celebrations | احتفالات |
| Happy | سعيد |

| | |
|----------------|------------------|
| Birthday | يوم الميلاد |
| Year | سنة |
| Revolution | ثورة |
| Day | يوم |
| Christmas tree | شجرة عيد الميلاد |
| Center | مركز |
| Lantern | فانوس |
| Top | قمة |
| Bottom | قاعدة |
| Invitation | دعوة |
| Party | حفلة |
| Date | تاريخ |
| Time | وقت |
| Guests | ضيوف |
| Celebrate | يحتفل |
| Setting up | إعداد |
| Arrive | يصل |
| Keyboard | لوحة مفاتيح |
| Monitor | شاشة |

تابع جديد ذاكرولي على
فيسبوك
تويتر
واتس اب
تليجرام

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق التليجرام